CF Augmentees In-theatre Assessments of Peace Support Operations Predeployment Training

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Defence R&D Canada – Toronto

Technical Report

DRDC Toronto TR 2002-187

November 2002

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104-02067/

Abstract

Despite the military personnel and resources devoted to peace support operations, little information exists concerning aspects of predeployment training. This research explores the extent to which 119 deployed CF peacekeepers report using each aspect of their predeployment training during their current deployment, and their confidence in applying predeployment training to situations arising during their current deployment. Overall, these peacekeepers report that they were currently using the majority of their predeployment training lessons, and over 50% of the sample stated that they currently use the information presented in each predeployment course topic either to some extent or a great deal. Moreover, approximately 50% of the sample indicated that they were fairly confident that they could handle issues related to each predeployment training module. Mine awareness training yielded the highest frequencies in terms of both current usage and confidence levels. ANOVA analyses indicated that use and confidence levels were not affected by mission theatre, soldier rank, or the level of contact soldiers reported with the local population or with other members of the multinational contingent.

Résumé

Malgré les ressources humaines et matérielles militaires consacrées aux opérations de paix, on dispose de peu de renseignements concernant la formation préalable au déploiement. Cette étude explore la mesure dans laquelle 119 gardiens de la paix des FC indiquent avoir utilisé chaque aspect de leur formation pré-déploiement au cours de leur affectation, et à quel point ils sont assurés de pouvoir mettre en application dans leur déploiement actuel les techniques apprises dans le cadre de cette formation. Dans l'ensemble, ces gardiens de la paix signalent qu'ils mettent actuellement en pratique la majorité des enseignements reçus pendant la formation pré-déploiement et plus de 50 % de l'échantillon ont répondu qu'ils se servent actuellement des enseignements qu'ils ont reçus dans chaque matière enseignée pendant la formation pré-déploiement soit dans une certaine mesure, soit dans une large mesure. De plus, environ 50 % de l'échantillon ont indiqué qu'ils étaient assez confiants de pouvoir composer avec les problèmes énoncés dans chaque module d'entraînement pré-déploiement. Le cours de sensibilisation aux mines est celui que les répondants disaient trouver le plus utile et démontrer la plus grande confiance dans les techniques enseignées. Les analyses de la variance ont démontré que le théâtre de la mission, le grade ou le degré de contact signalé par les soldats avec la population locale ou avec d'autres membres du contingent multinational n'avaient aucune influence sur les degrés d'usage et de confiance indiqués par les répondants.

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Executive summary

Despite the number of military personnel and resources many countries devote to an increasing number of international peace support operations, to date little systematic information exists concerning predeployment training. For instance, what are the aspects of predeployment training that peacekeepers use most often during their deployment? Further, how confident do peacekeepers feel about applying the peace support operations knowledge and skills that they acquired during predeployment training to situations arising during their deployment? This paper attempts to provide answers to these questions. Thus, this research is among the first to analyse data on the particular training topics that deployed military personnel rate as using the most, and have most confidence in, based on their in-theatre experience. In addition, this research explores whether differences in mission theatre, soldier rank and contact with the local population or other members of multinational contingents affect perceptions of use or confidence.

Sample and Procedure: As part of ongoing evaluation efforts, The Peace Support Training Centre (PSTC) Standards and Training cell personnel occasionally travel into peace support operational theatres to survey and interview a sample of individuals who have completed PSTC predeployment training at CFB Kingston. Soldiers were surveyed individually and completed the questionnaires voluntarily.

As part of this process, soldiers completed a survey containing questions associated with each course module or lesson that students took as part of the PSTC predeployment training course. For each course module or lesson, soldiers were asked to indicate the extent to which they currently used the predeployment training in theatre (1 – not at all to 3 – a great deal). Soldiers also indicated how confident they felt about dealing with issues associated with each topic in theatre (1 – not at all confident; 2 – minimally confident; 3 – fairly confident; 4 – very confident; 5 – completely confident).

The analyses presented here are based upon the responses of 119 Canadian Forces personnel who had previously completed predeployment training for their current peace support mission at the Basic Peacekeeping Course at the PSTC, CFB Kingston.

Results: The average current use scores for the majority of the 36 predeployment training topics exceeded the mid score of 1.50 out of a possible score of 3.00, suggesting that these soldiers were currently using each course topic at least to some extent. Seven of the course topics yielded mean current use scores of 2 or more out of 3. A review of the frequencies associated with the use data revealed that over 50% of the sample stated that they currently use the information presented in each predeployment course topic to some extent. Moreover, approximately one quarter of these soldiers indicated that they used mine awareness theory (27.7%) and practical training (21%) to a great extent in their deployment duties. Other predeployment courses that yielded high usage ratings included cultural information (culture general: 34.5%, culture specific: 41.2%), preventative health information (29.4%), allowances and benefits (39.1%), terrain analysis (16.5%), mission intelligence (19.1%), and mission operations (19.3%). These soldiers reported that they did not use some course modules. 55.4% of this sample indicated that they did not use hostage survival skills at all. Similarly, high percentages of the sample had not used media relations (49.1%), negotiation and mediation (42.0%), family resource centre (39.5%) or SISIP (Service Income Security Insurance Plan) (34.2%) at all during the current deployment.

Most course modules yielded a mean confidence/prepared rating of at least 3.00, suggesting that most augmentees felt at least fairly confident and prepared to meet the in-theatre challenges covered by their predeployment training. A review of the frequencies of each of the five response options to the confidence question showed that approximately 50% indicated that they were fairly confident that they could handle issues related to each predeployment training module. The training related issues that the majority of soldiers felt most confident to deal with in-theatre were mine awareness theory (47.0%), practical mine awareness (35.2%), preventative health (39.0%), allowances and benefits (46.5%), and general principles of use of force (39.4%).

In general, less that 10% of these soldiers felt unprepared or minimally prepared to deal with any training issues while on deployment. A higher percentage of individuals indicated that they were either not confident or only minimally confident to currently deal with only six predeployment training-related issues. These six topics included mission use of force (64.4%), language training, (48.8%), mission intelligence (23%), mission rules of engagement (21.6%), hostage survival skills (20.7%), and negotiation and mediation (20.4%).

Additional analyses explored the effects of potential group differences on current use and level of confidence ratings for predeployment training categories. Specifically, one-way analyses of variance were conducted in order to explore whether perceptions concerning predeployment training varied as a function of theatre of operation, rank, and degree of contact with local populations, or members of other peacekeeping contingents. Here the 36 predeployment training modules were assigned to three more general training categories: mission specific, general peace support operations, and administration. Results of ANOVAs revealed the theatre of operation, soldier rank, and contact with local population or members of peacekeeping contingents did not affect the extent to which these soldiers felt they currently used their predeployment training. Similarly, mission, soldier rank, theatre of operation and contact with local population or members of multinational contingents did not affect the degree of confidence these soldiers possessed to deal with predeployment training-related issues.

Conclusions: These results endorse two important program evaluation aspects of predeployment training programs designed to provide CF personnel with the appropriate tools to be effective peacekeepers. First, these results suggest that the lessons learned in predeployment training are appropriate to the tasks and duties associated with peacekeeping tours and are used by soldiers during peacekeeping tours. The confidence ratings also speak to important psychological aspects of peacekeeping, in that higher confidence levels should be related to greater motivation to apply predeployment training and to higher deployment morale in these areas.

Thompson, M.M., (2002). CF Augmentees In-theatre Assessments of Peace Support Operations Predeployment Training. DRDC Toronto TR 2002-187. Defence R&D Canada - Toronto

Sommaire

En dépit de la quantité de ressources humaines et matérielles militaires que de nombreux pays consacrent à un nombre croissant de missions de paix internationales, il existe à l'heure actuelle peu de données systématiques concernant la formation préalable au déploiement. Par exemple, quels sont les aspects de cette formation qui sont les plus utiles aux gardiens de la paix au cours de leur déploiement? En outre, à quel point les gardiens de la paix sont-ils confiants de pouvoir appliquer les connaissances et des techniques de maintien de la paix qu'ils ont acquises pendant la formation pré-déploiement dans les situations qui se présenteront dans le théâtre? Cette étude tente de répondre à ces questions. Donc, cette enquête est une des premières à analyser des données sur les matières que les militaires déployés disent les plus utiles et dans lesquelles ils se sentent le plus confiants, en fonction de leur expérience dans le théâtre. De plus, cette étude tente de déterminer si les différences entre les théâtres, les grades et les contacts que les soldats ont avec la population locale ou avec les autres membres de contingents multinationaux ont une incidence sur leur perception quant à l'usage et au degré de confiance qu'ils manifestent à l'égard des divers aspects de la formation.

Échantillonnage et modalités : Dans le cadre de son programme permanent d'évaluation, le personnel de la cellule des normes et de l'instruction du CFSP se rend à l'occasion dans les théâtres des opérations de paix en vue d'y effectuer des sondages et des entrevues auprès d'un échantillon de personnes qui ont suivi la formation préalable au déploiement au CFSP de la BFC Kingston. Les soldats ont été interrogés individuellement et ont rempli les questionnaires à titre volontaire.

Dans le cadre de ce sondage, les soldats remplissent un questionnaire comportant des questions sur chaque module de cours ou leçon auxquels ils ont assisté dans le cadre de la formation pré-déploiement du CFSP. Pour chaque module ou leçon, les soldats devaient indiquer dans quelle mesure ils utilisent actuellement, dans le théâtre, les techniques enseignées pendant la formation pré-déploiement (de 1 – pas du tout à 3 – beaucoup). Les soldats ont également indiqué le degré de confiance qu'ils avaient quant à l'efficacité dans le théâtre des méthodes enseignées dans chaque matière (1 – aucune confiance; 2 – peu confiance; 3 – assez confiance; 4 – grande confiance; 5 – confiance totale).

Les analyses présentées ici sont fondées sur les réponses fournies par 119 membres des Forces canadiennes qui avaient suivi la formation pré-déploiement en vue de la mission de paix à laquelle ils étaient affectés au moment du sondage, dans le cadre du cours élémentaire de maintien de la paix, au Centre de formation pour le soutien de la paix de la BFC Kingston.

Résultats : Les notes moyennes concernant l'utilisation en cours de déploiement de la majorité des 36 matières enseignées dans le cadre de la formation préalable au déploiement étaient supérieures à la note médiane de 1,50 sur une note possible de 3,00, ce qui semble indiquer que ces soldats utilisaient les enseignements de chaque matière au moins dans une certaine mesure. Sept matières ont enregistré des notes moyennes de 2 ou plus sur 3 concernant l'usage pendant le déploiement en cours. Un examen des fréquences relatives aux données sur l'utilisation a révélé que plus de 50 % de l'échantillon a déclaré se servir dans une certaine mesure, dans le déploiement en cours, des renseignements présentés dans chaque matière du cours préalable au déploiement. De plus, environ un quart de ces soldats ont indiqué avoir utilisé les enseignements théoriques (27,7 %) et pratiques (21 %) sur la sensibilisation aux mines dans une large mesure dans le cadre du déploiement en cours. Les

autres cours pré-déploiement qui ont obtenu des cotes élevées relativement à l'utilisation sont notamment : les renseignements culturels (généraux : 34,5 %, spécifiques : 41,2 %), renseignements sur la médecine préventive (29,4%), indemnités et prestations (39,1 %), analyse du terrain (16,5 %), renseignement sur la mission (19,1 %) et opérations de la mission (19,3 %). Ces soldats ont signalé qu'ils n'avaient pas utilisé les enseignements de certains modules. 55,4 % de cet échantillon a indiqué n'avoir eu aucunement recours aux techniques de survie aux prises d'otages. De même, de forts pourcentages de répondants n'ont eu aucunement besoin des enseignements liés aux relations avec les médias (49,1 %), à la négociation et à la médiation (42,0 %), au centre de ressources pour les familles des militaires (39,5 %) ou au RARM (Régime d'assurance-revenu militaire) (34,2 %) pendant le déploiement en cours.

La plupart des modules d'enseignement ont obtenu une cote moyenne d'au moins 3,00 en ce qui a trait à la confiance/préparation, ce qui semble indiquer que la plupart des militaires déployés se sentaient assez confiants et prêts à relever les défis du théâtre à partir des enseignements reçus au cours de la formation pré-déploiement. Un examen des fréquences de chacun des cinq choix de réponse à la question sur la confiance a démontré qu'environ 50 % des répondants ont indiqué qu'ils avaient assez confiance de pouvoir faire face à toutes les situations traitées dans chaque module d'enseignement pré-déploiement. Les sujets d'enseignement que la majorité des soldats se sentaient le plus confiants de maîtriser dans le théâtre étaient la théorie de sensibilisation aux mines (47,0 %), l'aspect pratique de la sensibilisation aux mines (35,2 %), la médecine préventive (39,0 %), les indemnités et les prestations (46,5 %) et les principes généraux de recours à la force (39,4 %).

En général, moins de 10 % des soldats interrogés se sentaient peu préparés ou pas du tout pour faire face aux situations visées par les enseignements pendant leur déploiement. Un pourcentage plus élevé de personnes ont indiqué qu'elles se sentaient peu ou pas confiantes de pouvoir faire face aux situations traitées dans seulement six matières enseignées pendant la formation pré-déploiement. Ces six sujets sont : recours à la force dans le cadre de la mission (64,4 %), formation linguistique, (48,8 %), renseignement sur la mission (23 %), règles d'engagement de la mission (21,6 %), techniques de survie aux prises d'otages (20,7 %) et négociation et médiation (20,4 %).

Des analyses supplémentaires ont permis d'explorer les effets des différences de groupe sur les cotes relatives à l'utilisation et au degré de confiance pour ce qui est des catégories de cours de pré-déploiement. En particulier, des analyses de variance à un critère ont été effectuées en vue de déterminer si les perceptions concernant la formation pré-déploiement variaient en fonction du théâtre d'opération, du grade et du degré de contact avec les populations locales ou avec les membres des autres contingents de maintien de la paix. Ici, on a classé les 36 modules d'enseignement pré-déploiement dans trois catégories plus générales : propres à la mission, opérations générales de soutien de la paix et administration. Les résultats des analyses de la variance ont révélé que le théâtre d'opération, le grade, ou le contact avec la population locale ou les membres des contingents de maintien de la paix n'avaient pas d'incidence sur la mesure dans laquelle ces soldats croyaient utiliser les compétences enseignées dans les cours préalables au déploiement. De la même manière, le grade et le contact avec la population locale ou les membres des contingents multinationaux n'ont influencé en rien le degré de confiance que ces soldats éprouvaient à l'égard de leur capacité de relever les défis grâce aux enseignements reçus avant leur déploiement.

Conclusions : Ces résultats appuient de toute évidence deux aspects importants de l'évaluation des programmes de formation en vigueur visant à fournir aux membres des FC les

outils nécessaires pour devenir des gardiens de la paix efficaces. D'abord, ces résultats donnent à penser que les leçons retenues lors de la formation préalable au déploiement correspondent bien aux tâches et aux fonctions assignées dans le cadre des affectations de maintien de la paix et sont utiles aux soldats en mission de paix. Les cotes de confiance concernent également d'importants aspects psychologiques du maintien de la paix, c'est-à-dire que des degrés de confiance plus élevés devraient être liés à une plus grande motivation à mettre en pratique les enseignements reçus avant le déploiement et à un meilleur moral dans ces secteurs.

Thompson, M.M., (2002). CF Augmentees In-theatre Assessments of Peace Support Operations Predeployment Training. DRDC Toronto TR 2002-187. Defence R&D Canada - Toronto

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Acknowledgements

My thanks to Tonya Stokes-Hendriks, Agnes Polanowsy, Andrea Hawton and Heather Blunt for their meticulous work compiling the data sets, running many of the statistical analyses presented here and for formatting this report. My thanks also to Joe Baranski for his comments on this research.

My appreciation also goes to the staff of the PSTC, past and present, in particular the Commanding Officers of the PSTC, LCol Lockyer, LCol Jackson and LCol Moyer, for their support of this research. My particular thanks also goes to the Standards Cell personnel at the Peace Support Training Centre, who had the challenging job of traveling to the various mission theatres to collect this information.

Finally I am indebted to the students of the PSTC for their time and thoughtful contributions to this research.

Introduction

At present, the Canadian Forces (CF) devotes a majority of their resources and personnel to international peace support operations. For instance, Canada currently has more than 2,895 soldiers, sailors and air force personnel deployed in overseas missions. Beyond the CF's commitment to the war on terrorism, Canada is currently participating in 11 peace support operations around the world, primarily in the Balkans, the Middle East, and Africa[1]. This means that approximately 8,000 Canadian Forces members, or one third of our deployable force, is preparing for, engaged in, or has recently returned from an overseas mission[1].

It is important to note that both veterans and defence researchers have argued that the specific military skills required to be effective in a peace support operation are quite different from those required in traditional warfighting [2, 3, 4, 5, 6, 7]. Traditional warfighting involves engaging a clear enemy with lethal force and tactics, and an increasing reliance on sophisticated technology and weaponry. Conversely, peace support operations often involve complex, and quickly changing situations, and require a myriad of interpersonal skills including cultural awareness, emotional restraint, patience and negotiation and mediation skills [2, 3]. Indeed, many veterans recall the feelings of sadness, frustration and powerlessness as they attempt to keep the peace in "other people's wars"[8, 9].

Many, although interestingly not all, nations conduct predeployment training in order to prepare their troops for peacekeeping operations[10]. The content of the predeployment training is shaped by several sources. First, the United Nations or NATO provides general guidelines for peace support missions. Further, the military doctrines of the individual countries also dictate the nature of training for peace support operations[11]. Doctrine is then translated into training standards that direct the development of specific course material. In Canada, a great deal of the responsibility for predeployment training for peace support operations lies with the Peace Support Training Centre, located at Canadian Forces Base Kingston.

The Peace Support Training Centre (PSTC)

Since 1996 the Peace Support Training Centre has played a key role in the preparation of CF personnel for international peace support operations. The PSTC training staff, the majority of who are peace support operations veterans, have developed the peace support operations-related material taught in basic peacekeeping and military observer courses. In particular, the PSTC offers comprehensive training for augmentees, that is, CF members deploying on peace support missions who are not part of a formed contingent or unit. Augmentees complete a seven-day basic peacekeeping course. In addition, the PSTC provides training assistance teams liase with, and teach course material to, deploying formed units. The development of the PSTC's basic peacekeeping course has been based on lessons learned from previous peace support missions, Canadian training standards developed for conduct on peace support operations, and contact with other international peacekeeping training centers[12].

As important as predeployment training is in preparing soldiers to meet the demands and challenges of modern peace support operations, to date little systematic information exists concerning current predeployment training. For instance, what are the aspects of predeployment training that peacekeepers use most often during their deployment? Further,

how confident do peacekeepers feel about applying the peace support operations knowledge and skills that they acquired during predeployment training to situations arising during their deployment?

The PSTC has made efforts to collect data of this nature from soldiers who have completed their predeployment training. In particular the PSTC's Standards cell personnel have travelled in-theatre to collect course assessments from former students who are currently deployed. The present research summarizes the findings from these assessments, and is among the first to systematically analyse data on the particular training topics that deployed military personnel rate as using the most, and have most confidence in, based on their in-theatre experience.

More specifically, the present paper serves two purposes. First, this research provides the first summary of students' ratings of the perceived usefulness training course topics and of the extent to which they have confidence in their peacekeeping related skills. Thus, it summarizes considerable relevant information from an operational and training perspective. Importantly, these ratings were obtained while military personnel were serving on peace support operations, and thus are less likely to suffer from recall biases. Second, this research also explores the following questions:

1. Do soldiers' perceptions of the extent to which predeployment training is used, and soldiers' confidence in predeployment training skills, abilities and knowledge vary depending upon the theatre of operation?

2. Do soldiers' perceptions of the extent to which predeployment training is used, and their confidence in predeployment training skills, abilities and knowledge vary depending the rank of the respondent?

3. Do soldiers' perceptions of the extent to which predeployment training is used, and their confidence in predeployment training skills, abilities and knowledge vary depending upon the level of contact with other contingents or contact with the local population?

Method

Respondents

Respondents were 119 Canadian Forces personnel who had completed the Basic Peacekeeping Course as their predeployment training for their current peace support mission. Table 1 shows the breakdown of the sample by theatre of operation and by rank. As indicated, most of these peacekeepers were participating in peace support operations in the Middle East and Bosnia, although other mission theatres included the Central African Republic. Respondents' ranks ranged from Private/Able Seaman to Colonel/Captain (Navy). The rank of the majority of respondents was Corporal or Master Corporal. Most respondents were from the support occupations, including supply clerks, food services, communications operators, and engineers.

Table 1. *Augmentees Sample by Theatre of Operation and Rank*

		Number	Percent
Mission Theatre	UNDOF/Danaca	70	58.8
	UNTSO	2	1.7
	MFO/Calumet	16	13.4
	CAR	8	6.7
	BOS	23	19.3
Rank	PTE/AB	1	.8
	Cpl/LS	34	28.6
	MCpl/MS	26	21.8
	Sgt/PO2	15	12.6
	WO/PO1	6	5.0
	MWO/CPO2	4	3.4
	Capt/Lt(N)	17	14.3
	Maj/LCdr	10	8.4
	LCol/Cdr	3	2.5
	Col/Capt(N)	3	2.5
	Total	119	100.0

Measures

The validation questionnaires posed questions associated with each course module or lesson that students completed as part of the PSTC predeployment course. Students received one of two versions of the in-theatre validation questionnaire. In one version, respondents were asked to indicate the extent to which they were using the predeployment training in theatre (1 – not at all to 3 – a great deal). Respondents were also asked how confident they felt about dealing with each topic in theatre (1 – not at all confident; 2 – minimally confident; 3 – fairly confident; 4 – very confident; 5 – completely confident). The other version of the questionnaire asked an identical question with respect to the extent they were using each

training module in theatre (1 – not at all to 3 – a great deal). However, in this case a second question asked respondents to rate how prepared they felt to deal with each topic in theatre (1 – not at all prepared; 2 – minimally prepared; 3 – fairly prepared; 4 – very prepared; 5 – completely prepared).

Procedure

The Standards and Training cell of the Peace Support Training Centre collected the data used in the present research as part of routine course assessments. As part of these ongoing program evaluation efforts, PSTC Standards and Training cell personnel occasionally travel into operational theatres to survey interview a sample of individuals who have completed PSTC predeployment training at CFB Kingston. Soldier respondents are surveyed individually and completed the questionnaires voluntarily. The standards officer remained with the respondent to answer any questions concerning the questionnaire.

During the time that this data was collected, the predeployment course covered 36 course topics, lessons or modules. Moreover, according to the PSTC website each of these predeployment course lessons falls within one of three general information categories: Mission specific, personal effectiveness and predeployment preparations. **Mission specific information** covers the current operation's structure and mandate, cultural awareness training, and the rules of engagement for the mission area. The second category involves course modules that enhance **Personal effectiveness** during a peace support mission. Topics in this category include preventive medicine techniques, operating in a mined environment, stress management techniques, and an awareness of threats and risks in a peace support mission. The third category of information covered in predeployment training includes **predeployment administrative preparations** including legal preparations, family support centers and services, and allowances and benefits (PSTC website). Table 2 lists each predeployment training lesson and its associated training category.

Table 2. List of Predeployment Training Topics and Categories

Predeployment Training Category	Predeployment Training Topics
Mission Specific Information	Conduct On Peace Support Operations Mission Mandate Peacekeeping Partners Terrain Analysis Mission Intelligence Mission Operations Rules Of Engagement General Mission Rule Of Engagement Culture General Culture Specific Language Training Cultural Awareness Canadian Veteran Security Procedures Lessons Learned Foreign Weapons Ranks And Markings Mission Use Of Force
Personal Effectiveness	Legal Law Of Armed Conflict Use Of Force Principles Self Defence Mission Information Line Mine Awareness Theory Mine Awareness Practical Preventative Health Stress Management Hostage Survival Skills Media Relations Negotiation And Mediation Equipment Recognition Army Equipment Recognition Air Threat And Risk Analysis
Predeployment Administration	Family Resource Center Allowances And Benefits SISIP Predeployment Administration

Results

Overview

A preliminary analysis was directed at the issue of the equivalence of question wording in the two different versions of the validation questionnaires. This analysis speaks to whether it is appropriate to combine data sets in order to maximize sample size and thus statistical power of these analyses. In the next section of the results, descriptive statistics are used to address two major questions. First, analyses explore the extent to which students use each predeployment training module in-theatre. Analyses also explore the extent to which these soldiers feel confident to deal with issues covered in each predeployment training module while in theatre. Finally, t-tests results indicate whether statistically significant differences exist between those courses used most and least often by these soldiers. T-Tests results also determine if there are statistical differences between the courses that left soldiers feeling most and least confident while in-theatre.

The final section uses analysis of variance to address whether, mission theatre, soldier rank, and extent of contact with local population led to differences in soldier perceptions of the use and confidence. In exploring these group differences, the number of individual predeployment training lessons raises the possibility of making Type I statistical errors in which conducting a large number of tests may yield some statistically significant results simply by chance[13]. In order to reduce the probability of making a Type I error for this reason, we divided the 36 predeployment training lessons into the 3 more general level categories of mission specific information, personal effectiveness and predeployment administration preparations obtained from the PSTC website.

I) Preliminary Analyses

Between groups t-tests revealed that there were few significant differences in participants assessments based upon the wording differences used in the two versions of the validation questionnaire (i.e., questions assessing "confidence in dealing" versus "prepared to deal" with issues related to predeployment training). Of the 36 course modules, only 7 modules produced significant differences means as a function of wording (mine awareness theory, mine awareness practical training, language training, preventative health, family resource centre, and predeployment administration, p's $< .04$). However, these results do not remain significant when the alpha values are corrected for the number of comparisons made. Thus, data were collapsed across questions assessing the degree to which students felt confident or prepared to use predeployment training lessons while in theatre. This resulted in a combined sample size of 119. Because there was some missing data, all analyses are based on pairwise, rather than listwise, elimination of missing data, in order to capitalize on the sample size.

II) Descriptive Analyses

1. To what extent do soldiers use the predeployment training while in-theatre and which course topics do these soldiers use the most and the least?

Table 3 presents the number of soldiers who responded to each question per course topic, as well the mean and standard deviations for the current use question for each course topic. As Table 3 indicates means scores concerning the extent to which soldiers were currently using each predeployment training topic ranged from a high of 2.37/3.00 (s.d. .58) for culture specific training, to 1.47/3.00 (s.d. .55), for hostage survival skills. Moreover, a review of all of the course topics reveals that, save for hostage survival skills, the mean current use scores for the majority of training topics exceeded the mid score of 1.50 out of a possible score of 3.00. Indeed, seven of the course topics yielded mean current use scores of 2 or more out of 3. A paired sample t-test was conducted to determine if statistically significant differences existed between the course modules rated as being used the most versus the least by these soldiers. Results of this analysis revealed that culture specific training was used significantly more often than were hostage survival skills (means 2.37 vs. 1.48, $t\,(110) = 12.067$, $p < .001$).

Table 3. Number of respondents, Means and standard Deviations for Useand Confidence Questions for each Predeployment Course Topic

Question	Predeployment Course Topic	N	Mean	Std. Dev.
Q1. To what extent are you using this training in- theatre?	culture specific	115	2.37	.584
	allowances and benefits	115	2.35	.563
	culture general	116	2.28	.598
	preventative health	111	2.25	.564
1 – not at all	ranks and markings	71	2.13	.584
2 – to some degree	mine awareness theory	116	2.09	.685
3- a great deal	mission operations	114	2.04	.601
	mission mandate	72	1.99	.517
	security procedures	112	1.98	.465
	mission intelligence	115	1.97	.642
	cultural awareness Cdn veteran	113	1.97	.542
	stress management	113	1.95	.564
	mission use of force	74	1.93	.506
	language training	114	1.93	.675
	threat and risk analysis	112	1.90	.553
	terrain analysis	115	1.90	.654
	conduct on PSO	112	1.89	.575
	mine awareness practical	115	1.88	.739
	mission rule of engagement	115	1.87	.585
	predeployment administration	73	1.85	.593
	lessons learned	72	1.85	.522
	rules of engagement general	116	1.82	.584
	peacekeeping partners	111	1.81	.564
	SISIP	114	1.79	.658
	law of armed conflict	116	1.78	.602
	use of force principles	114	1.77	.625
	legal	114	1.76	.569
	equipment recognition army	101	1.76	.586
	equipment recognition air	102	1.73	.616
	self defence	115	1.71	.618
	mission information line	73	1.71	.540
	family resource centre	114	1.69	.626
	negotiation and mediation	112	1.64	.598
	foreign weapons	114	1.64	.653
	media relations	114	1.57	.609
	hostage survival skills	112	1.47	.553

Table 3. (con't)

Question	Predeployment Course Topic	N	Mean	Std. Dev.
How prepared were	mine awareness theory	115	3.44	.763
you to deal with this	mine awareness practical training	115	3.41	.782
topic in- theatre/	allowances and benefits	114	3.40	.984
How confident do	preventative health	113	3.39	.784
you feel to deal with	SISIP	111	3.39	.833
this topic in theatre?	use of force principles	114	3.32	.815
	stress management	114	3.32	.804
1 – not at all	mission information line	71	3.31	.709
2 – minimally	mission use of force	73	3.29	.790
3 – fairly	predeployment administration	72	3.28	.907
4 – very	culture general	115	3.27	.809
5 - completely	culture specific	116	3.27	.795
	conduct on PSO	110	3.26	.774
	security procedures	113	3.22	.704
	self defence	114	3.22	.849
	family resource centre	114	3.18	.965
	mission mandate	74	3.16	.876
	law of armed conflict	115	3.15	.808
	rules of engagement general	115	3.14	.877
	foreign weapons	113	3.12	.776
	mission operations	115	3.10	.872
	lessons learned	71	3.10	.679
	threat and risk analysis	112	3.09	.679
	terrain analysis	113	3.09	.872
	media relations	113	3.08	.746
	mission rule of engagement	116	3.08	.915
	Legal	113	3.07	.831
	equipment recognition army	100	3.07	.671
	peacekeeping partners	109	3.06	.901
	equipment recognition air	100	3.04	.680
	negotiation and mediation	113	3.00	.732
	cultural awareness Cdn veteran	113	3.00	.906
	mission intelligence	116	2.99	.880
	hostage survival skills	111	2.97	.744
	ranks and markings	71	2.76	.870
	language training	114	2.54	1.023

Figures 1 through 36, presented in Annex A, presents the frequencies of respondents who endorsed each of the three categories (not at all – a great deal) associated with the question assessing the degree to which respondents felt that they were currently using each of the predeployment training modules. In general, the most frequently endorsed category was '2', suggesting that these soldiers used the information provided in the course modules to some extent in their current work as peacekeepers. Indeed over 50% of the sample stated that they currently use the information presented in each predeployment course topic to some extent.

Some departures from this pattern did occur however. Several course topics were used to a great extent during their current deployment by a substantial proportion of these soldiers. For instance, approximately one quarter of these soldiers indicated that they used mine awareness theory (27.7%) and practical training (21%) to a great extent in their deployment duties. Other predeployment courses that yielded high usage ratings included cultural information (culture general: 34.5%, culture specific: 41.2%), preventative health information (29.4%), allowances and benefits (39.1%), terrain analysis (16.5%), mission intelligence (19.1%), and mission operations (19.3%). There were also some predeployment course topics that were currently used the least by these soldiers during the deployment. For example, 55.4% of this sample indicated that they did not use hostage survival skills at all. Similarly high percentages of the sample had not used media relations (49.1%), negotiation and mediation (42.0%), family resource centre (39.5%) or SISIP (34.2%) at all during the current deployment.

2. To what extent do soldiers feel confident/ feel prepared to deal with predeployment course topics while in theatre and which issues do these soldiers feel the most/least confident to deal with? Table 3 also summarizes augmentees perceptions concerning how confident/prepared they were to deal with the issues covered in predeployment training. Mean confidence/preparedness scores range from 3.44 (s.d. .76) for the mine awareness theory and 3.41 (s.d. .78) for the practical training in mine awareness to 2.54 (s.d. 1.02) for language training. Most course modules yielded a mean confidence/prepared rating of at least 3.00, suggesting that most augmentees felt at least fairly confident and prepared to meet the in-theatre challenges covered by their predeployment training. A paired sample t-test was also conducted to determine if the course module with the highest mean confidence rating differed significantly from the module with the lowest confidence rating. Results of this analysis indicated that these soldiers felt that the mine awareness theory module provided them with greater confidence than did the language training module (means 3.46 vs. 2.56 respectively, $t(112) = 8.52, p < .001$).

Figures 37 through 72, contained in Annex B, depict the frequencies of respondents who endorsed each of the five categories (not at all; minimally; fairly; very; completely) associated with the questions assessing the degree to which respondents currently felt confident/prepared to deal with issues associated with each of the predeployment training modules. As the figures indicate, most respondents felt at least fairly confident or well prepared to deal with any issues related to the topics covered in their predeployment training, with approximately 50% indicating that they were fairly confident that they could handle issues related to each predeployment training module. Indeed, approximately 25% of respondents felt very or completely confident to deal with issues for the vast majority of the predeployment course modules. The training related issues that the majority of soldiers felt most confident to deal with in theatre were mine awareness theory (47.0%), practical mine awareness (35.2%), preventative health (39.0%), allowances and benefits (46.5%), and principles of use of force (39.4%).

In general, less that 10% of these soldiers felt unprepared or minimally prepared to deal with any training issues while on deployment. The only deviations from this pattern occurred for 6 of 36 topics, in which more individuals indicated that they were either not confident or only minimally confident to deal with particular training-related issues in-theatre. These six topics included mission use of force (64.4%), language training, (48.8%), mission intelligence (23%), mission rules of engagement (21.6%), hostage survival skills (20.7%), and negotiation and mediation (20.4%).

3. General Predeployment Topic Categories. A third analysis was conducted to determine if respondents considered one of the general categories of predeployment training information to be more or less useful/applicable in their current peace support mission tasking. A similar analysis was conducted to determine whether a particular general category of course topic left them feeling greater confidence or more prepared for the current deployment.

In order to address these questions the 36 individual course topics were assigned to general training categories according to information contained on the PSTC website: mission specific course topics, personal effectiveness, and administration. Note however that the PSTC website does not explicitly assign each course topic to a general category. Thus, I also conducted a second set of ANOVAS using an independently created categorization of the 36 training topics: mission specific, general peace support operation information, predeployment administrative issues.

Table 4 contains means and standard deviations for each of the general training categories. Usage scores for each of the predeployment training categories were all quite similar. Mean values for categories based on the PSTC typology ranged from 1.81 (s.d.: .36) for personal effectiveness to 1.98 (s.d.: .31) for mission specific topics. Means for use ratings of my categorization of predeployment training topics are quite similar and ranged from 1.85 (s.d.: 33) for general peace support operations topics (e.g., conduct on peace support operations, rules of engagement -- general, etc.) to 1.92 (s.d.: 34) for topics falling into the mission specific category (e.g., rules of engagement – mission specific, etc.).

ANOVA results showed significance differences in mean use scores for the three overall training categories (F (2,230) = 11.34, $p < .001$). Post hoc comparisons of the mean training category scores indicated that mission specific topics has significantly higher use scores relative to personal effectiveness topics (t (115)=6.52, $p < .001$), but not administrative topics (t (115) = 1.65, p =.10). Administrative topics also yielded significantly higher use scores than personal effectiveness topics (t (115)= -2.547, p = .01). Similar results emerged for my general predeployment training categories, although this result was only marginally significant (F(2,230) = 2,56, p=08.).

Confidence ratings were similarly close in values, ranging from 3.09 for both mission specific topics and personal effectiveness topics (s.d.'s .58 and .49, respectively) to 3.30 (s.d. .69) for administrative topics. A similar pattern emerged for my categorization of course topics with means ranging from 3.04 (s.d.: .56) for mission specific topics to 3.25 (s.d.: 65) for administrative topics.

Significant differences also emerge for confidence ratings among the three training categories (PSTC overall categories (F(2, 230) = 11.33, $p < .001$); my topic categorization (F (2,230) = 11.61, $p < .001$)). Post hoc comparisons of the three means indicated that confidence ratings for administrative topics were significantly lower than for either mission specific topics (t (115) = -3.544, p =.001) or for personal effectiveness topics (t (115)=-3.76, p = .001). Mission specific and personal effectiveness means did not differ from each other (t (115)=-.10, ns). Very similar results emerged for confidence ratings for my categorization of training topics (F (2, 230) = 11.61, $p < .001$). In this case mission specific use score were significantly higher than general peacekeeping topics (t (115) = 3.26, p =.001) only. No other significant differences emerged with respect to current usage. With respect to confidence ratings, each of the means significantly differed from each other, although the difference between general peace support information and administrative topics was only marginally significant (t (115) –1.66, p = .10).

Table 4. Descriptive Statistics for PSTC and Thompson's Predeployment Training Course Categories

Predeployment Training Category	N	Current Use		Confidence	
		Mean	S. D.	Mean	S. D.
average of PSTC topic category - mission specific	116	1.98	.31	3.09	.58
average of PSTC topic category - personal effectiveness	116	1.81	.36	3.09	.49
average of PSTC topic category - administration	116	1.91	.39	3.30	.69
average of Thompson topic category - mission specific	116	1.92	.34	3.04	.56
average of Thompson topic category - general peace support ops	116	1.85	.33	3.18	.51
average of Thompson topic category - administration	116	1.88	.36	3.25	.65

III) Analyses of Group Differences on Current Use and Level of Confidence Ratings of Overall Predeployment Training Categories: Mission Theatre, Rank, Contact with Others.

One-way analyses of variance were conducted in order to explore whether perceptions concerning predeployment training varied as a function of theatre of operation, rank, and degree of contact with local populations, or members of other peacekeeping contingents. Independent variables in these ANOVAS were the general training categories listed on the PSTC website: mission specific course topics, personal effectiveness, and administration. A second set of ANOVAS was again conducted using the separate categorization of training topics: mission specific, general peace support operation information, predeployment administrative issues. Two dependent variables were used in each analysis: soldiers' perceptions of their current use of each training category and soldiers' confidence in their current ability to deal with issues addressed in predeployment training. Tables summarizing results of descriptive and ANOVAS analyses are presented in Annex C.

1. Do perceptions of usefulness of predeployment training, and confidence in predeployment training skills, abilities and knowledge vary depending upon the theatre of operation?

Descriptives and results of ANOVAs for use and confidence for the general training categorizations are presented in Annex C, Table 5 through Table 8. I compared the responses for those soldiers deployed to UNDOF, the majority of respondents, to those soldiers deployed to the other mission theatres A separate ANOVA explored whether significant differences existed between UNDOF, Bosnia, with the remaining theatres of operations combined into an 'Other' category. As the tables indicate, perceptions of the extent to which course topics were used while on deployment did not significantly differ across mission

theatres. Similarly, soldiers in the different mission theatres had equal levels of confidence in their ability to deal with issues raised in training while on deployment.

2. Do perceptions of usefulness of predeployment training, and confidence in predeployment training skills, abilities and knowledge vary by the rank of the respondent?

ANOVAS were also conducted to determine whether soldiers'rank would affect their perceptions of the extent to which they currently used predeployment training, and their confidence in their ability to currently deal with issues raised in their predeployment training. Four rank groups were initially created to explore this question: Junior NCMs, Senior NCMs, Junior Officers, and Senior Officers. I also explored whether there were group differences for NCMs versus Officers. Finally, I explored whether perceptions differed for Junior NCMS and Officers versus Senior NCMs and Officers, with these rank groupings acting as a rough proxy for experience or years of service. As Tables 9 through 14 indicate, results of these ANOVA analyses revealed that all soldiers felt that they used their predeployment training equally, and felt equally confident to handle any issues covered in their predeployment training.

3. Do perceptions of usefulness of predeployment training, and confidence in predeployment training skills, abilities and knowledge vary depending upon the level of contact with other contingents or contact with the local population?

An additional series of ANOVAs explored whether perceptions of current use of predeployment training and level of confidence to deal with issues raised in predeployment training varied as a function of contact with the local population. This same approach was used to explore the whether perceptions varied as a function of contact with members of other peacekeeping contingents. As Tables 15 through 18 in Annex C show, neither degree of contact with the local population or with members of other peacekeeping contingents affected perceptions of the extent to which predeployment training is used or soldier confidence in own ability to currently deal with issues addressed in predeployment training.

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Summary and Discussion

This research explored the degree to which CF peacekeepers use each aspect of their predeployment training while they are deployed and their level of confidence that they could meet the in-theatre challenges that were addressed by their predeployment training. Overall, analyses revealed that these soldiers were currently using the majority of the predeployment training. These soldiers also felt a fair degree of confidence that they would be able to handle any deployment situations that were covered by their predeployment training. Moreover, analyses also revealed that, at least in the case of the measures used here, theatre of operation, rank, and degree of contact with the local population or with other members of the multinational contingent did not significantly affect soldier perceptions of use or level of confidence regarding their predeployment training.

More specifically, results of descriptive analyses suggested that these soldiers were currently using mine awareness lessons most often in-theatre. This is not surprising as a high proportion of these soldiers were serving in Bosnia, a country that has extremely high numbers of landmines. Cultural information was also used to a great extent by these soldiers. This result speaks to the more subtle aspects of peace support duties, confirming the beliefs of veterans such as General Romeo Dallaire [3]. It seems that understanding the more subtle cultural differences that exist is indeed important to CF peacekeepers.

Descriptive analyses also suggested that hostage survival, media relations and negotiation were not endorsed as being used as often by these soldiers. This does not necessarily mean that the lessons contained in these predeployment training lessons are not important and worthwhile. This result likely reflects the fact that these soldiers have not been taken hostage during their tour, nor has the media interviewed them. Negotiation skills may not have been used as often by these individuals as most served in support occupations, and were of a lower rank. In sum, then, although these courses may have been used less often, they should continue to be taught, as they do represent critical survival skills for soldiers should they find themselves in these challenging situations.

Descriptive analyses also indicated that these individuals felt prepared to deal with the issues covered in their predeployment training. In particular, that these soldiers felt most prepared to deal with issues related to mine awareness. This result, coupled with the high degree of use of this information, is very reassuring in that this skill is a matter of life and death, and proficiency in this area provides the best chance of coming home safely from these tours.

These soldiers indicated that they felt somewhat less prepared to deal with issues related to the following predeployment training topics: language training, hostage survival skills, negotiation, and rules of engagement. These results are understandable. The development of language skills takes time and practice. Unless language training continues to be provided in-theatre, any skill developed in the four-hour session provided in predeployment training will quickly erode. Second, hostage survival and negotiation skills are used in high stress situations. Moreover, these soldiers had indicated that they had not used these skills since their arrival in-theatre. Both these factors could lead to feelings of being less prepared to use these skills. Finally, rules of engagement for peace support operations are notoriously complex and ambiguous. Thus, it is not surprising that soldiers may feel less prepared with in-theatre issues related to the use of ROEs.

Some differences emerged concerning current use and confidence ratings at the level of overall predeployment training categories. In general, mission specific information was rated as being used more often by these soldiers than was the information contained in personal effectiveness and administrative topics. Significant differences also emerge for confidence ratings among the three training categories with administrative topics significantly yielding lower ratings than either mission specific topics or for personal effectiveness topics. Note that administrative issues include information relating to the Family Resource Centre, Allowances and Benefits, SISIP and predeployment administrative issues. Thus it may not be surprising that these soldiers have less call to use this information while in theatre. Moreover, given the bureaucratic nature of topics such as SISP and allowances and benefits, soldiers may also feel that they have less control over the processes associated with these topics, and so may feel less able to deal with problems that may arise in these areas. It is encouraging that soldiers do feel that they are using mission specific information in-theatre, and feel confident in their abilities to deal with issues covered in their mission specific predeployment training. Although these differences are statistically significant, it is left to future research to determine if these differences have impact in terms of training and performance outcomes.

There are a number of other issues deserving of future research efforts concerning soldier assessments of predeployment training. For instance, the number of previous tours served may influence perceptions of the most recent round of predeployment training, especially if soldiers are returning to the same mission theatre multiple times, as is the case for many Canadian troops in Bosnia. Another potential dimension to explore might be assessments of general peace support operation information (which presumably does not change) versus mission specific information, for soldiers who deploy multiple times, but to different mission theatres. Information was not collected concerning the number of previous tours or the location of previous tours as part of the PSTC assessments and so it was not possible to pursue these issues in the present research. Differences in perceptions of use and confidence may also exist between support versus front-line troops (e.g., infantry). In this case, one would expect that the use and utility of these predeployment training topics would increase for front-line troops. Finally, the majority of these soldiers were serving in UNDOF and Bosnia. At the time that these data were collected, these soldiers were deployed in relatively stable mission theatres. Thus, it might be important to collect data of this nature in newly established theatres of operations. It is most likely that predeployment training of this type will be even more important in the uncertainty and danger of new mission theatres.

In conclusion then, the present results suggest that the predeployment peace support operations training is well calibrated to the needs of the soldiers undertaking these challenging missions for the CF. As mentioned in the introduction, this research is among the first to analyse data based on the assessments of deployed military personnel. Thus, this research also speaks to the importance of collecting information of this nature as important program evaluation effort to training of this nature. Ultimately it is these 'views from the field' that are the best determination of the success of a training program.

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Annex A

Frequencies of Use Ratings by Predeployment Training Module

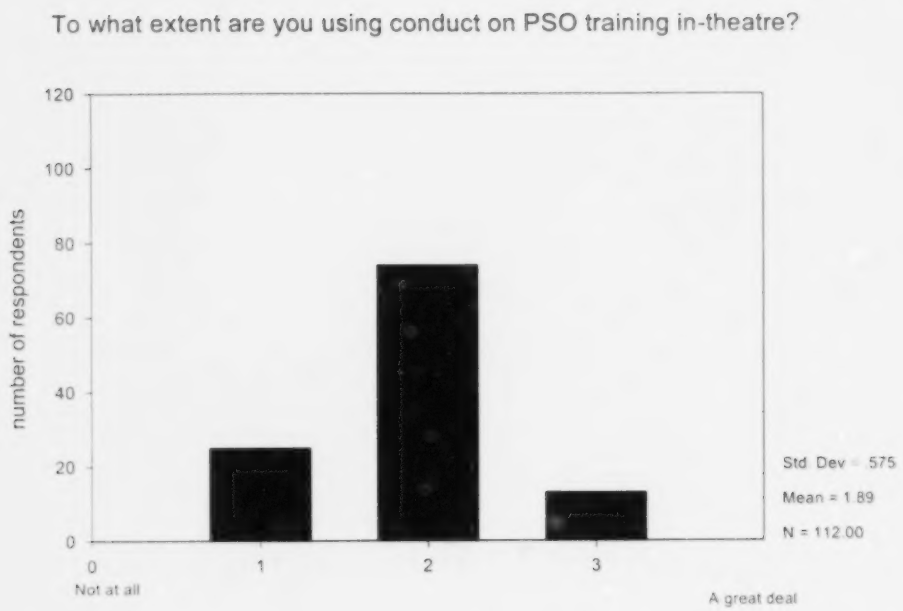
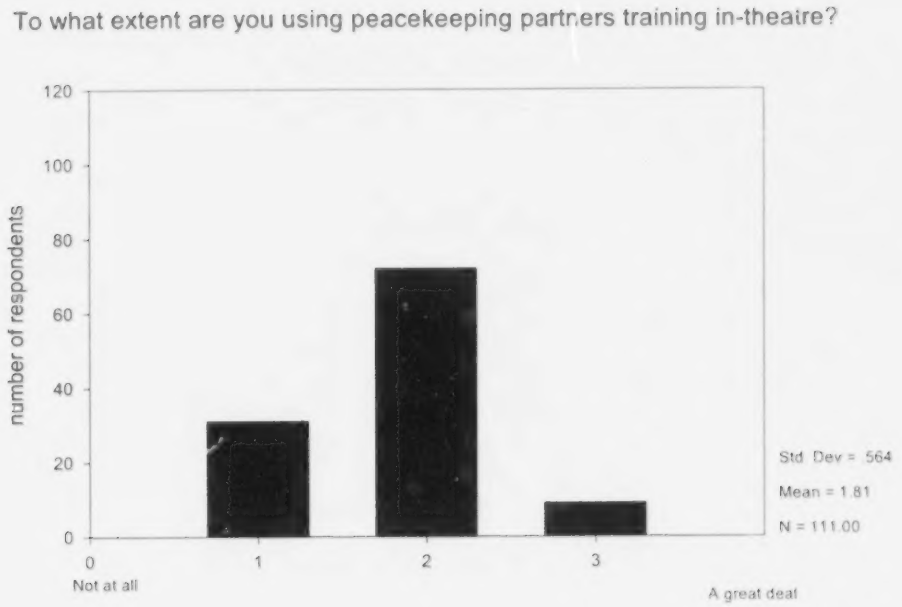


Figure 1.

Figure 2.



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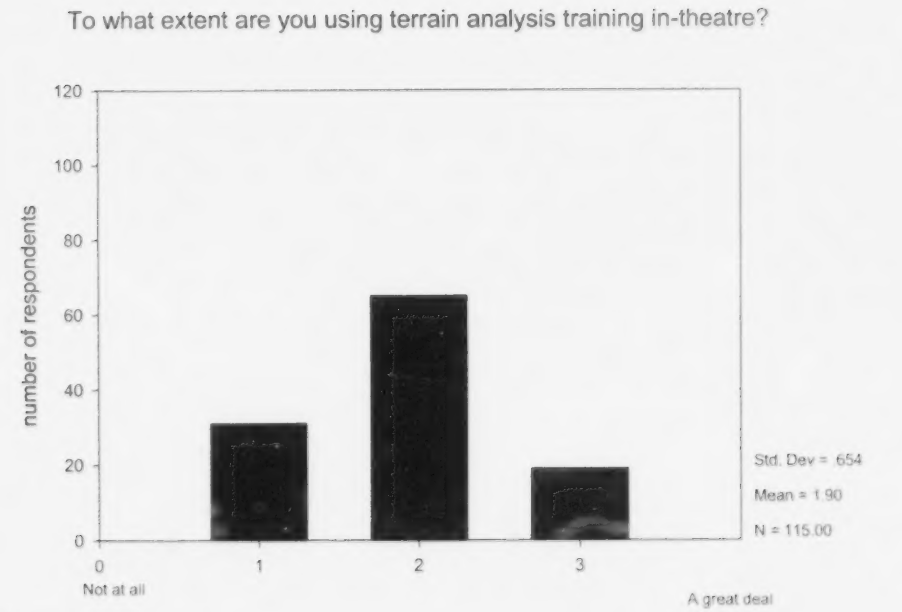

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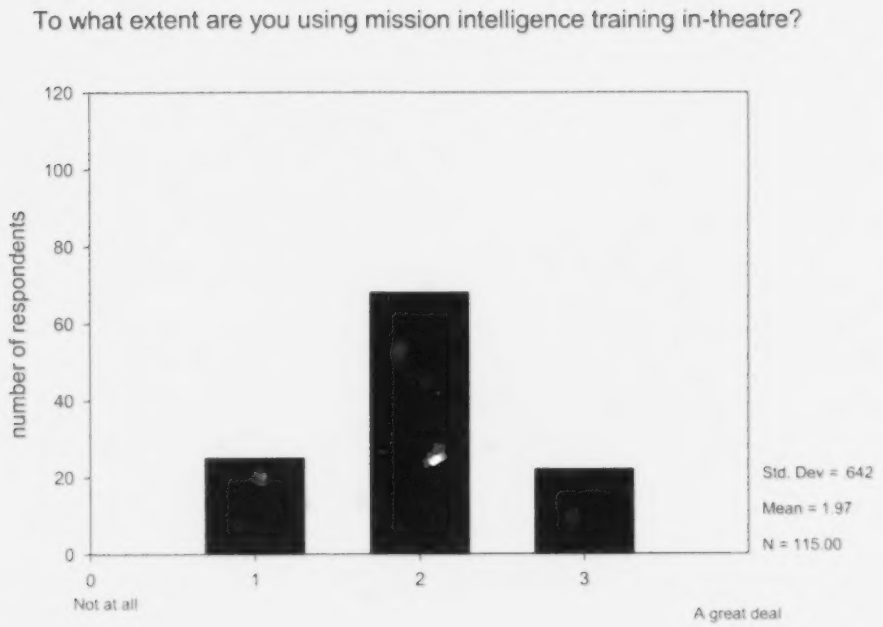

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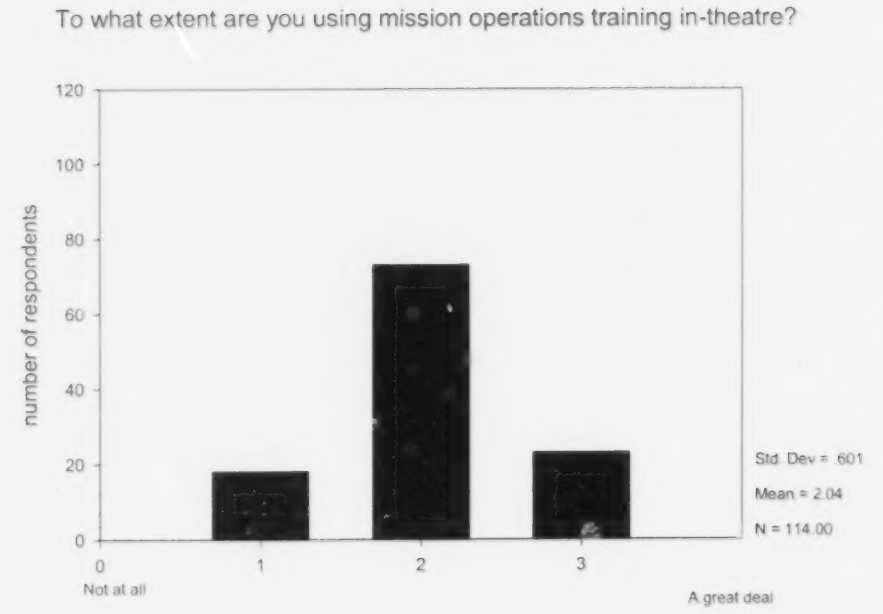

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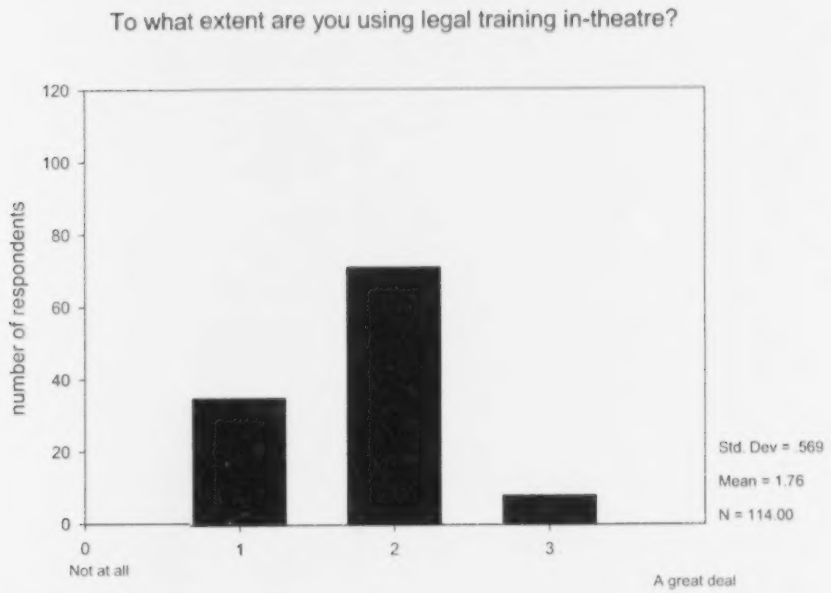

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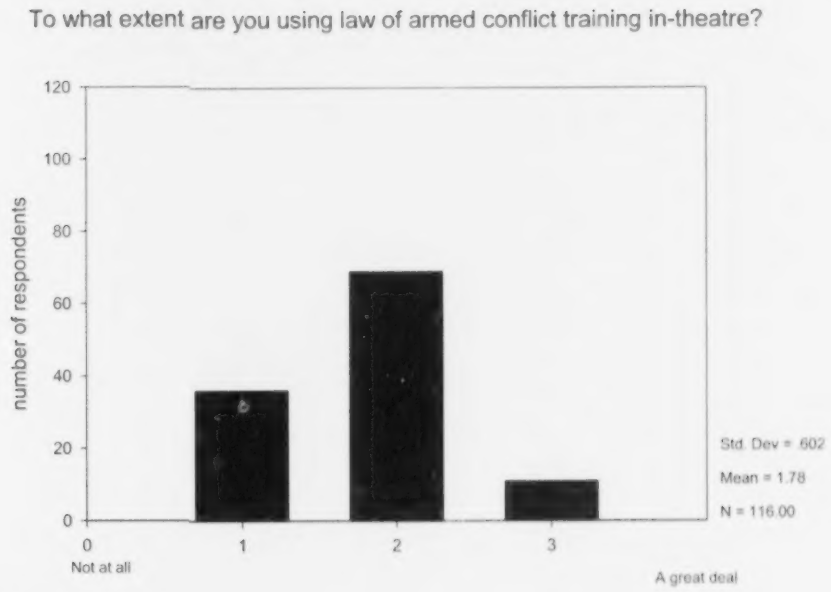

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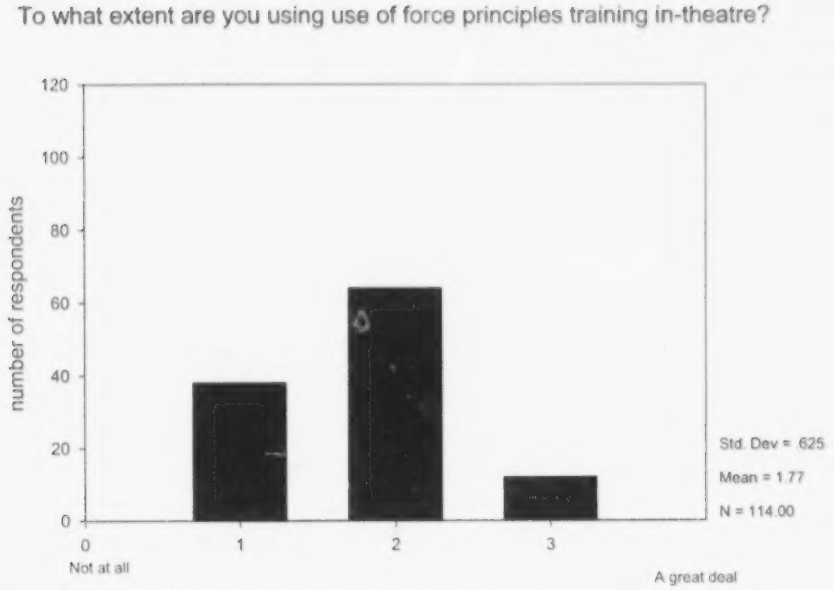

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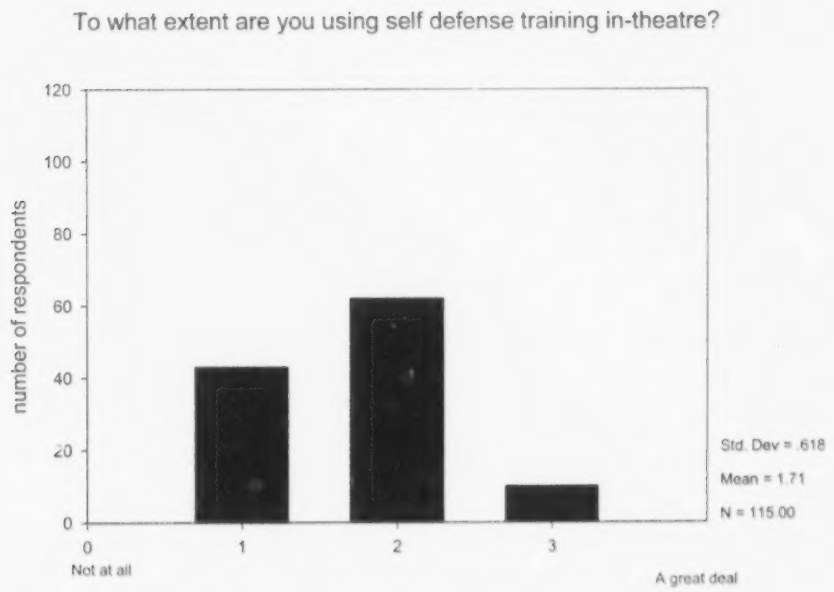


Figure 10.

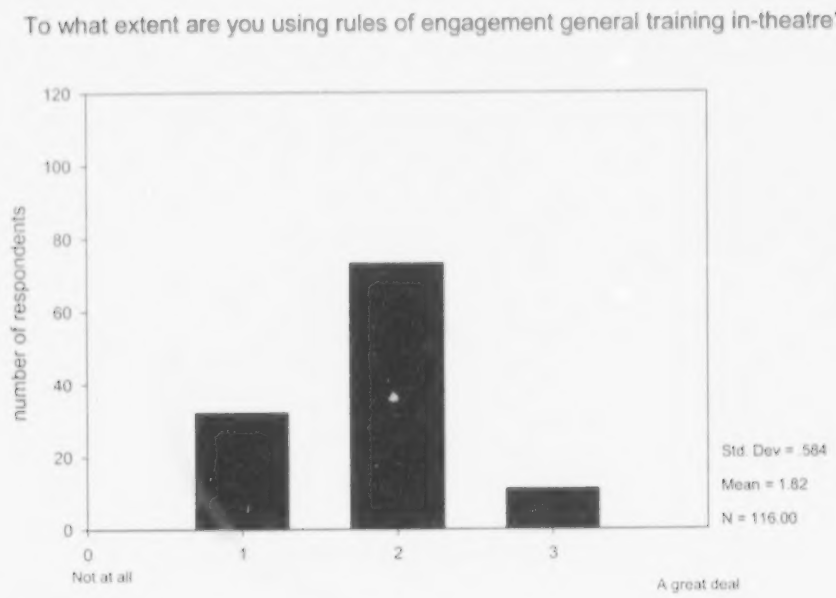
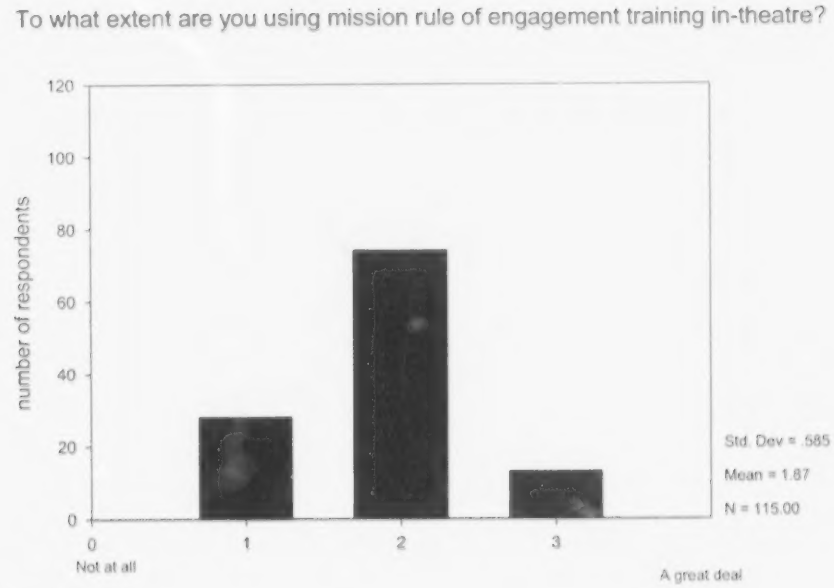


Figure 11.



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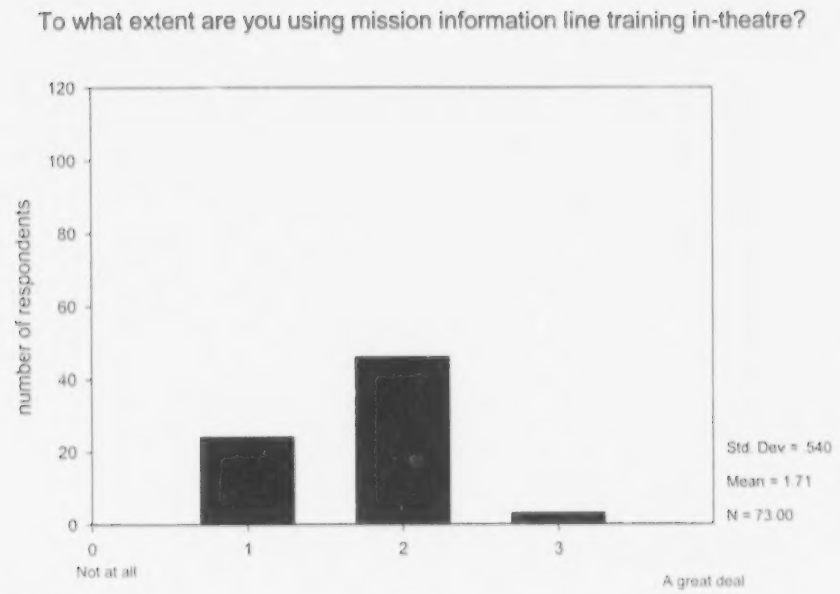

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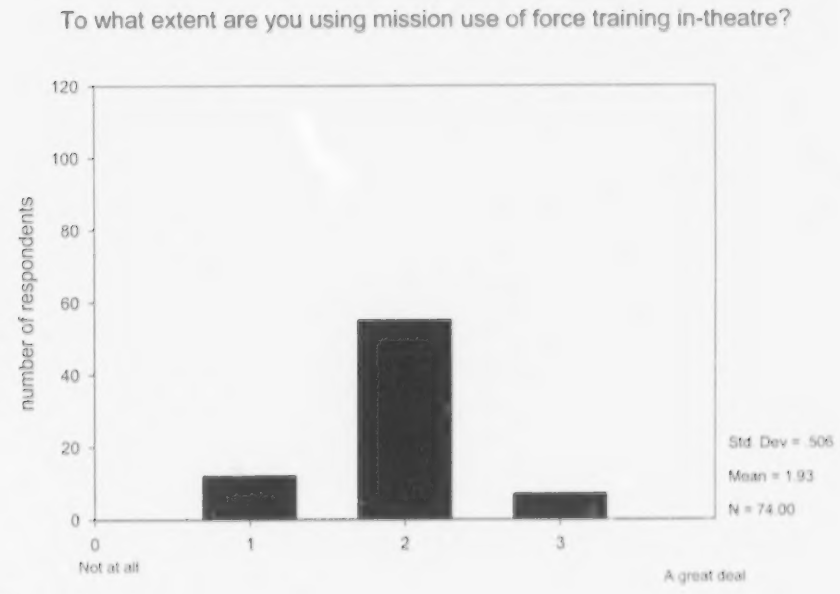

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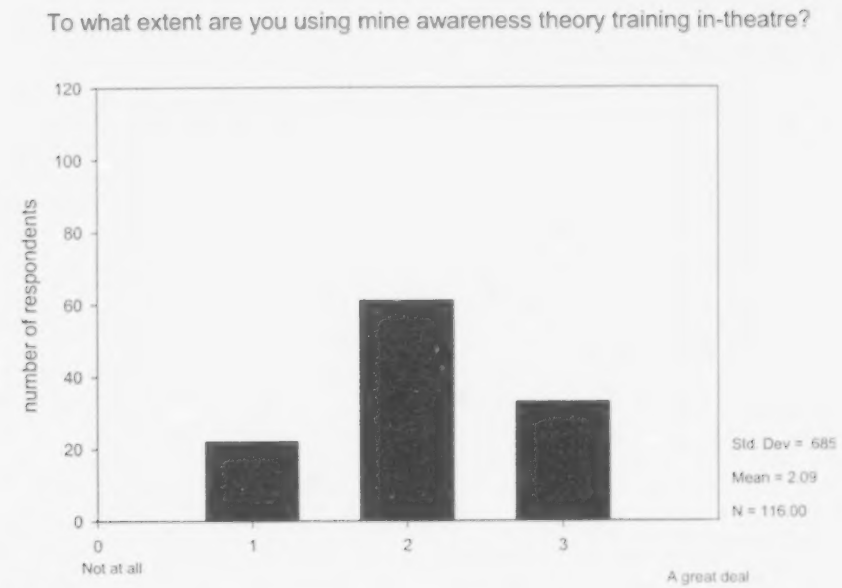

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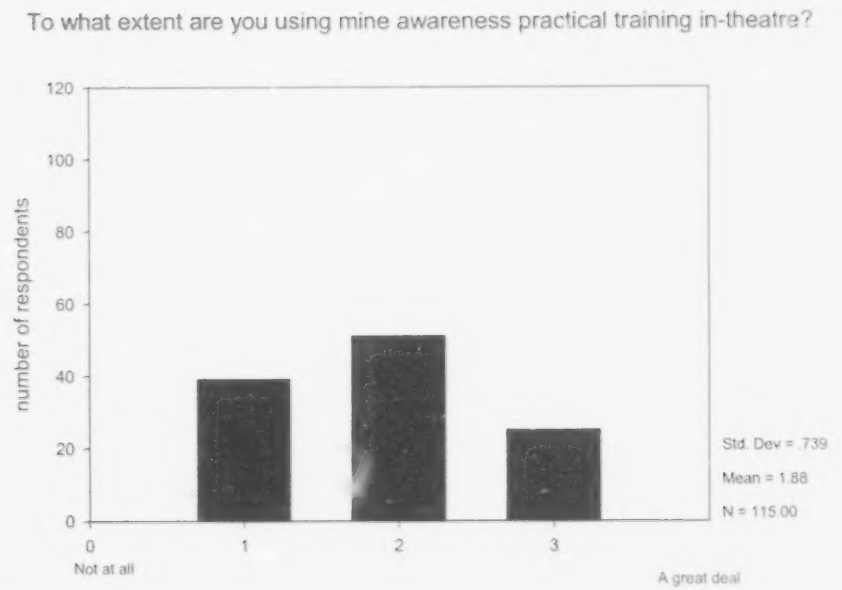

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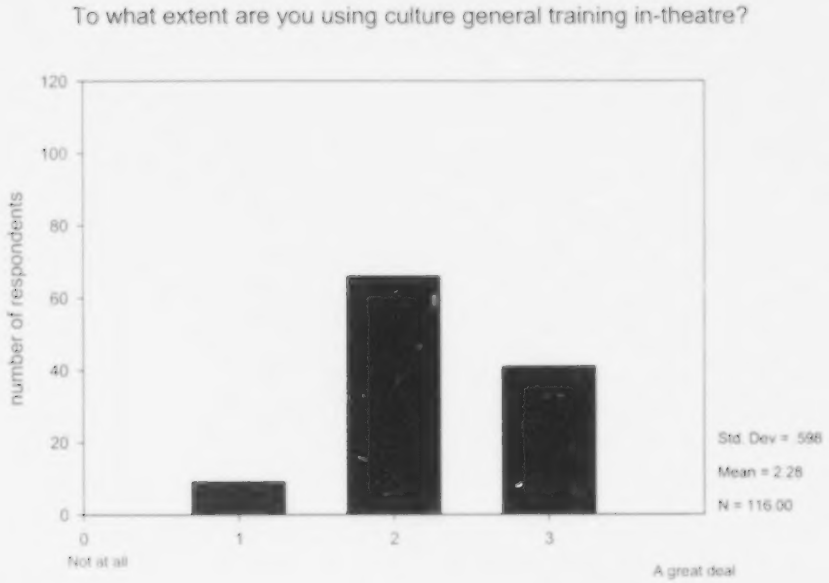

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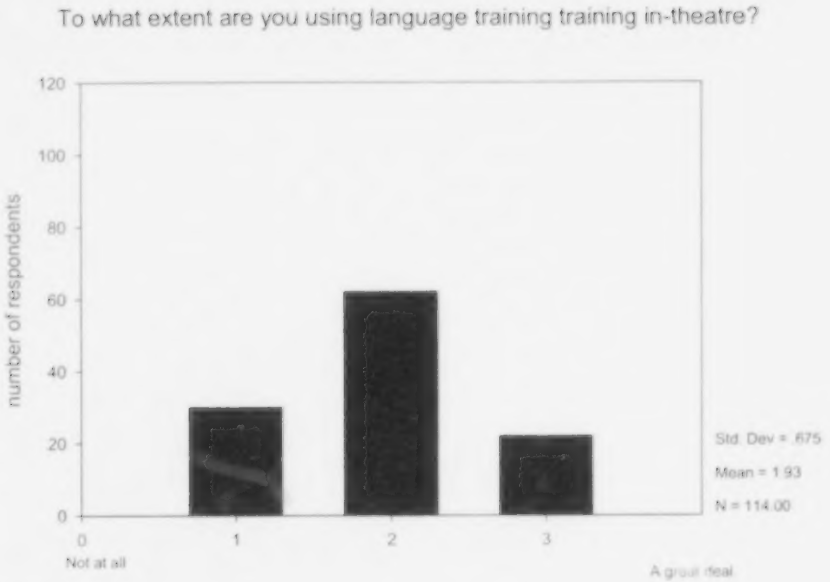
Figure 18.



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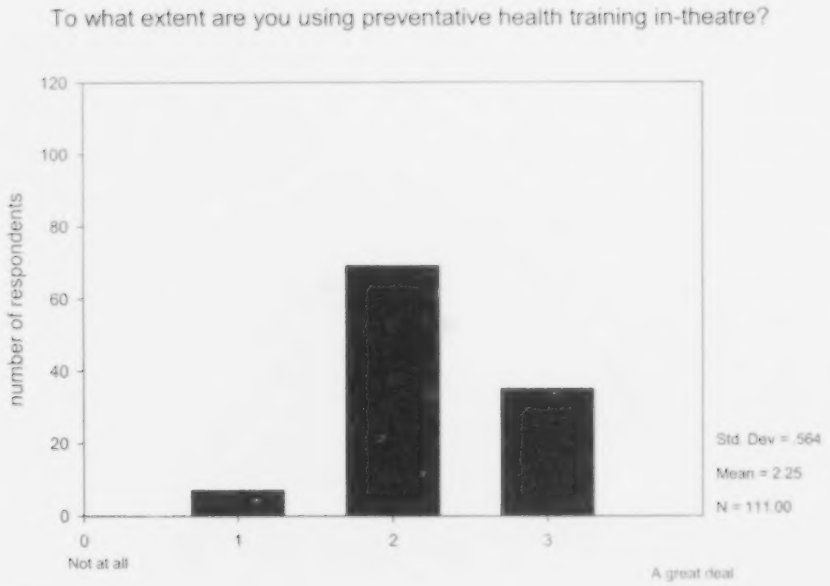


Figure 20.

To what extent are you using cultural awareness Cdn veteran training in-theatre?

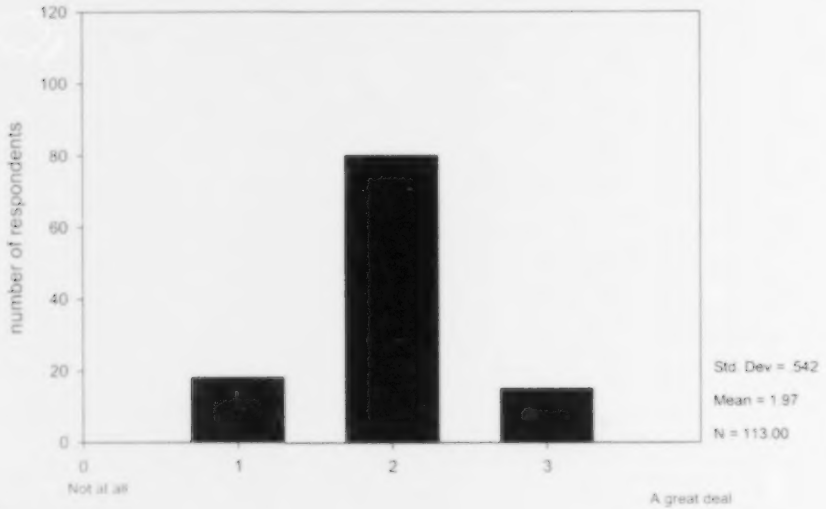
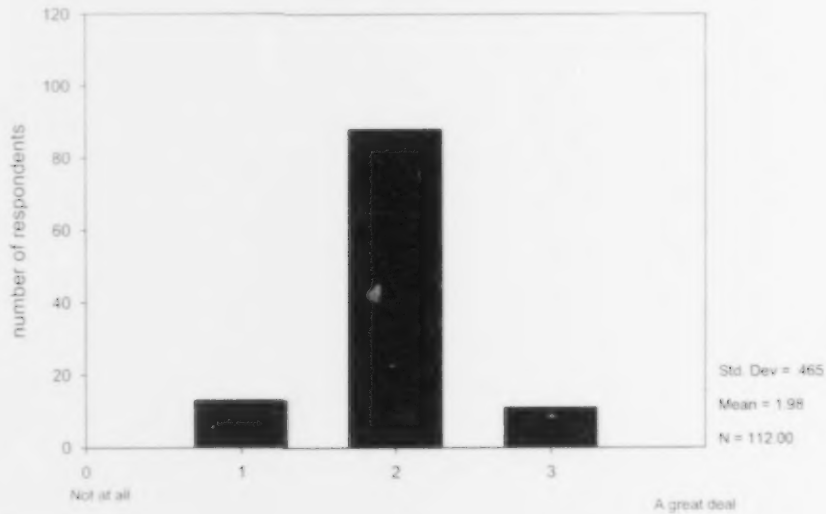


Figure 21.

To what extent are you using security procedures training in-theatre?



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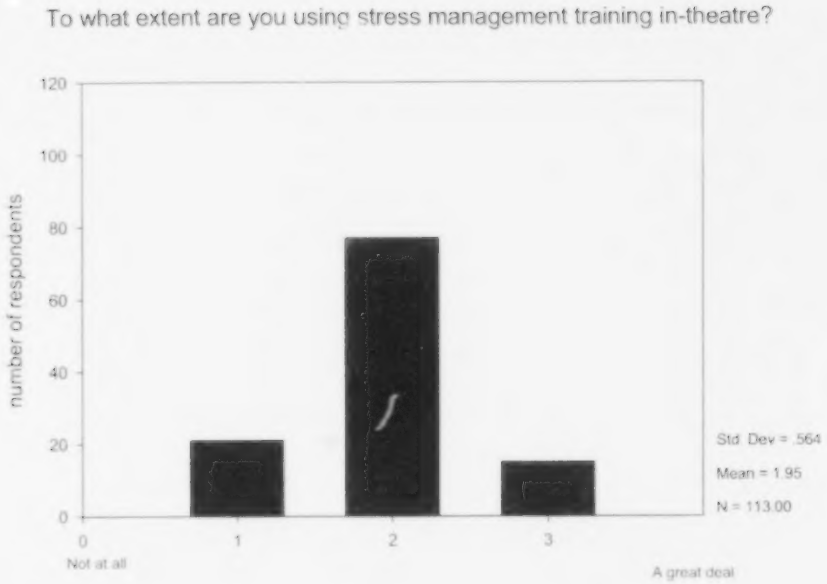

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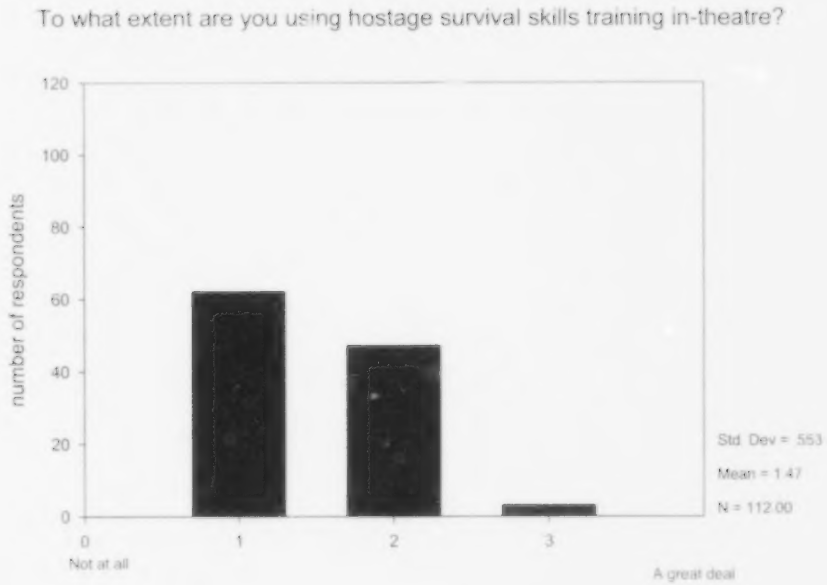

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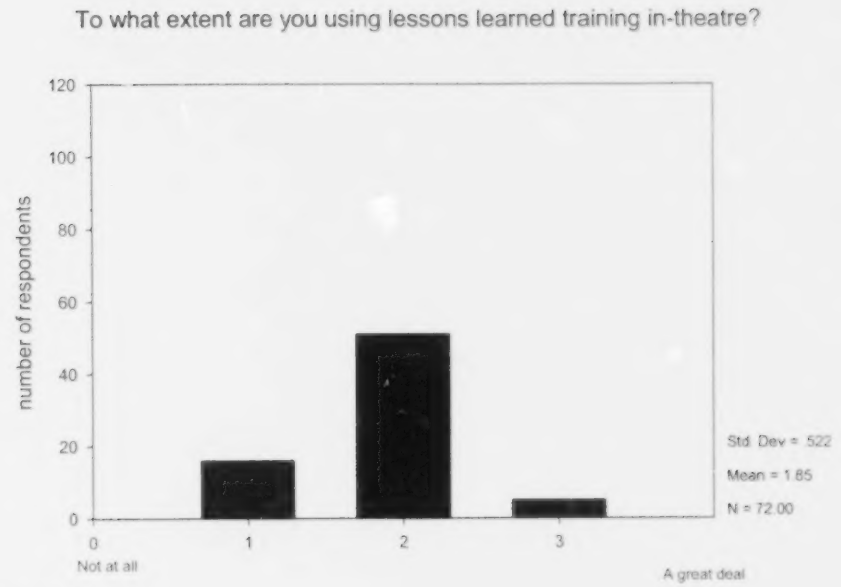

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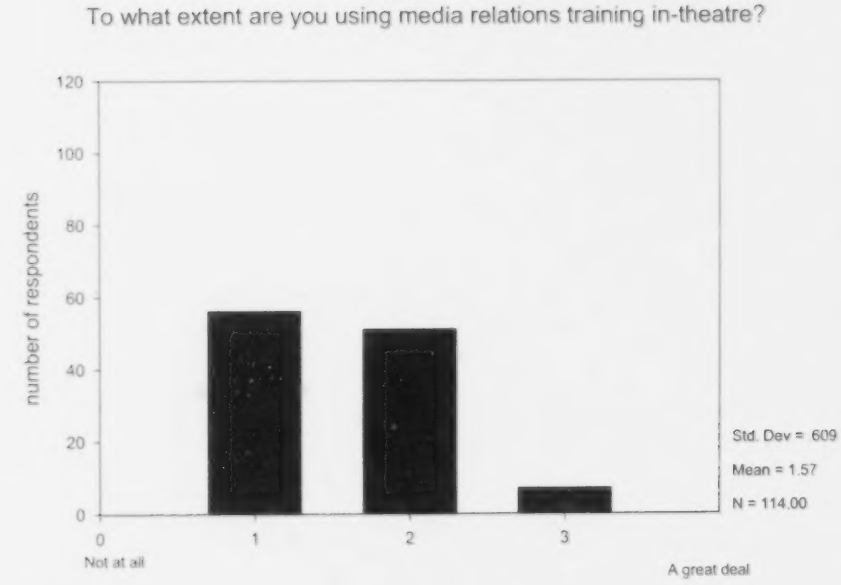
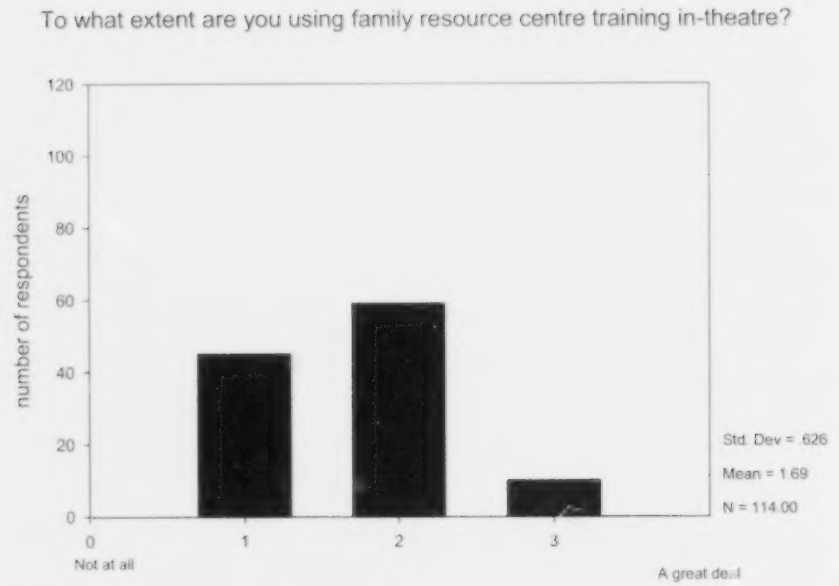


Figure 26.

Figure 27.



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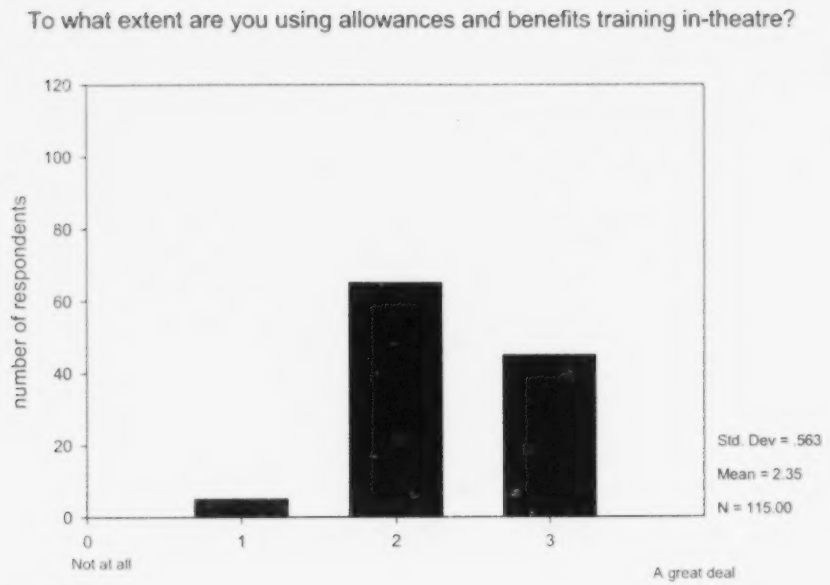

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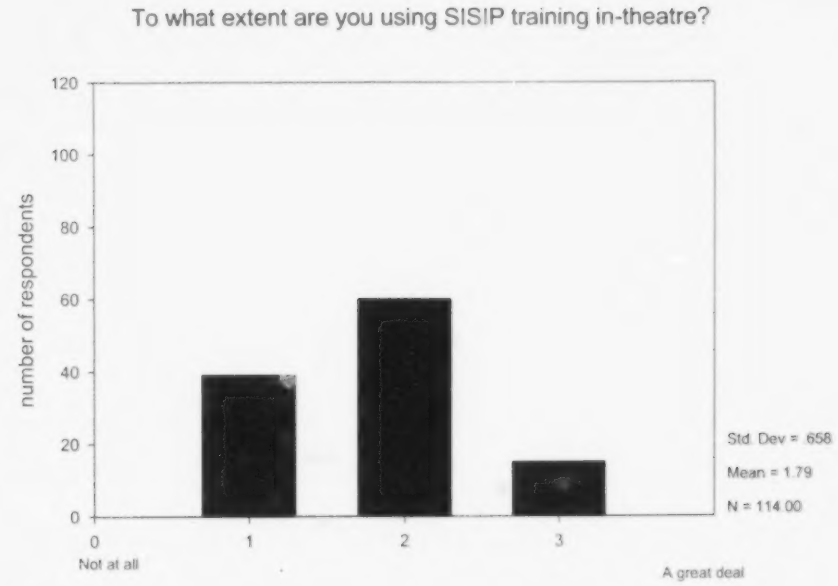

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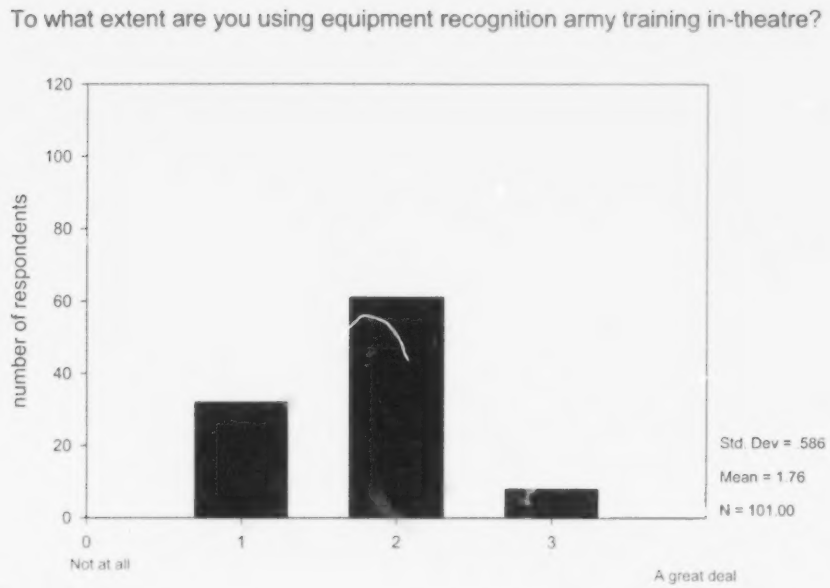

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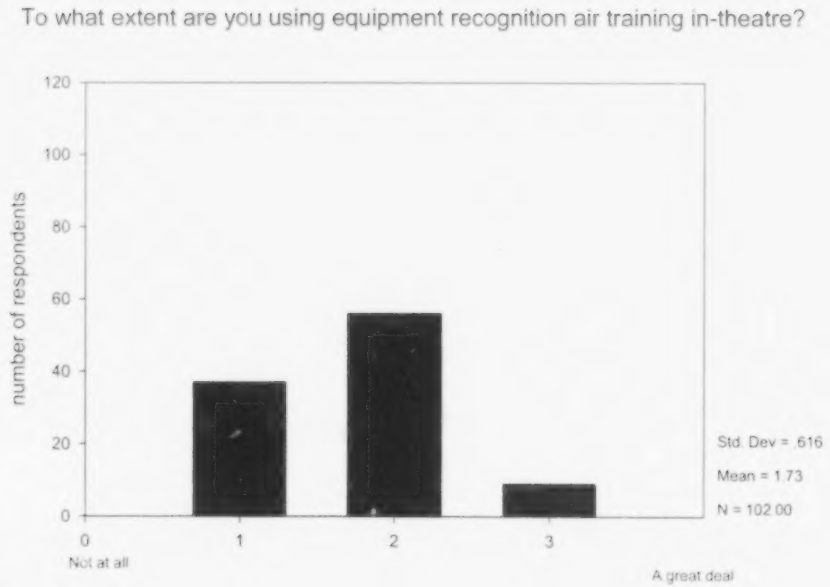

Figure 32.

Figure 33.

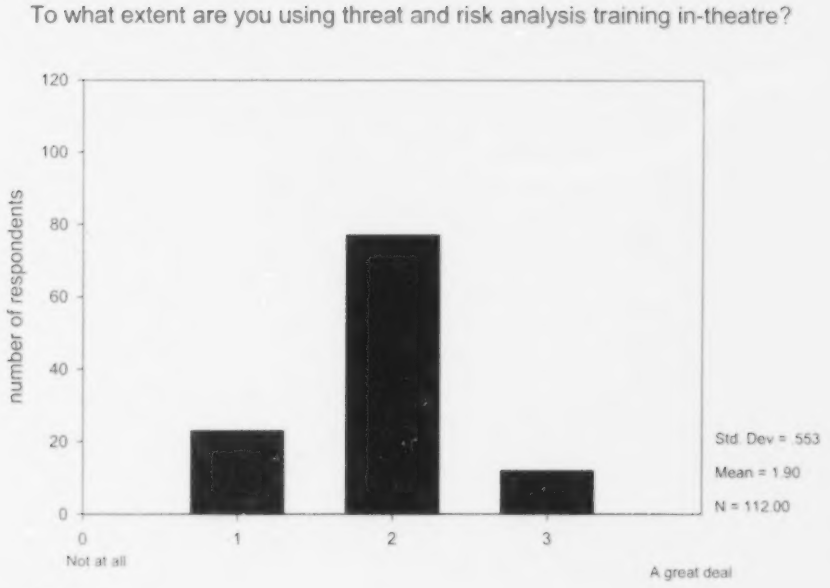

Figure 34.

Figure 35.

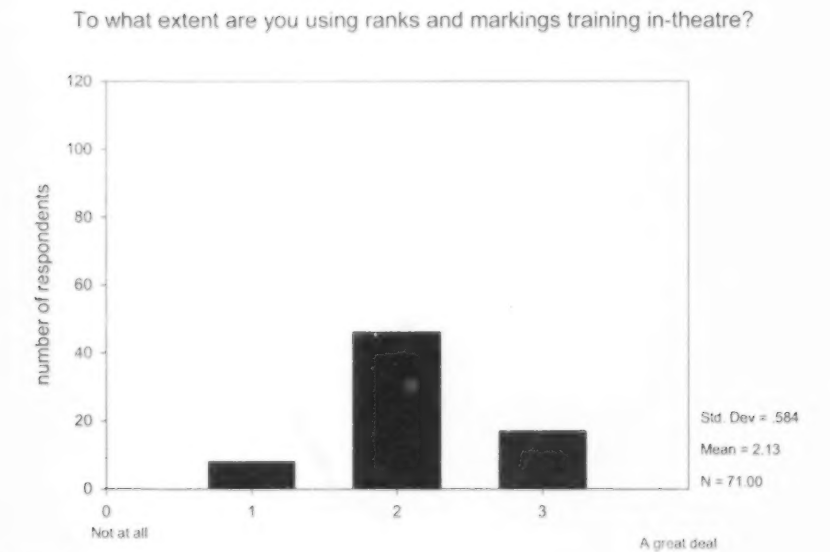

Figure 36.

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Annex B

Frequencies of Prepared/Confidence Ratings by Predeployment Training Module

Figure 37.

Figure 38

Figure 39.

Figure 40.

Figure 41.

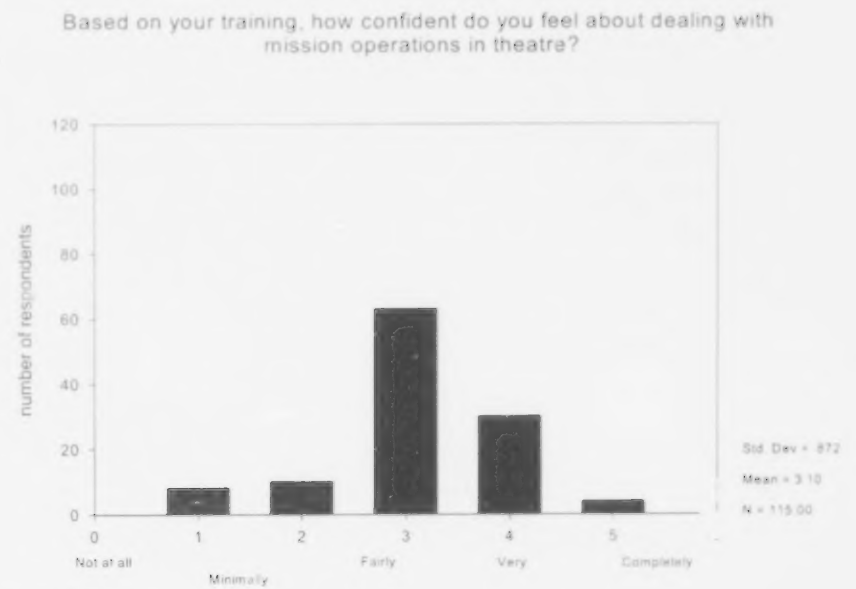

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Figure 43.

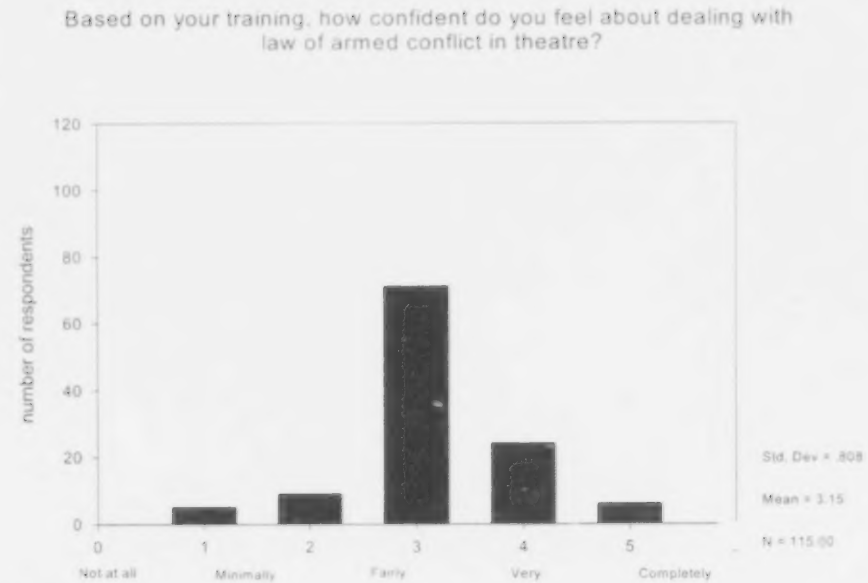


Figure 44.

Figure 45.

Figure 46.

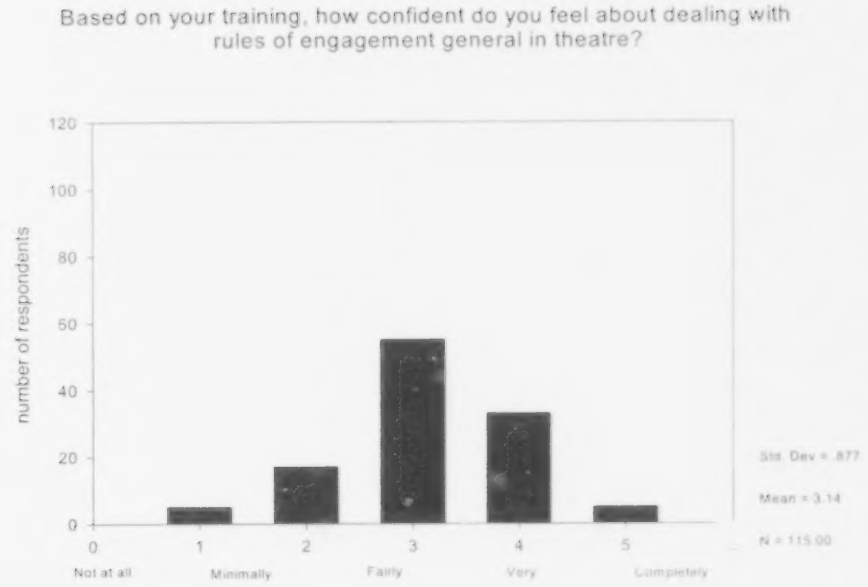
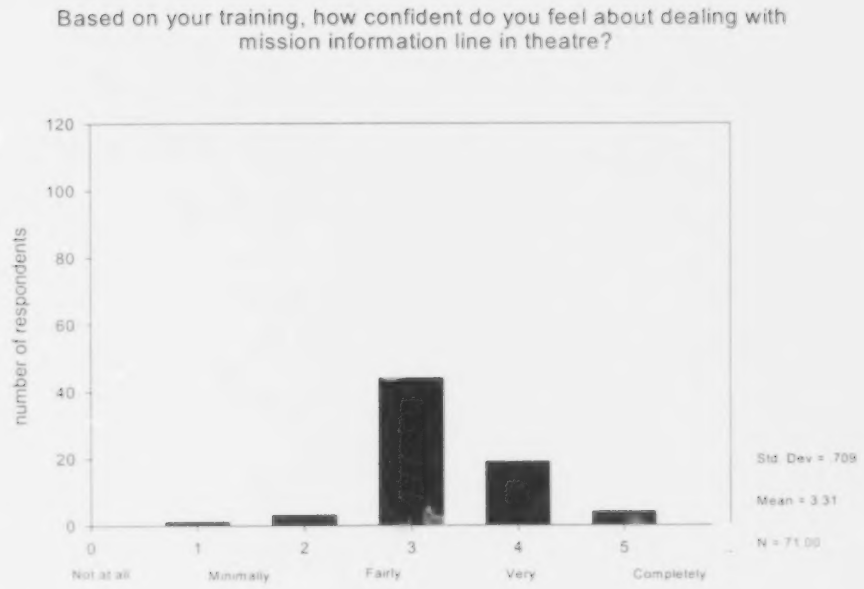


Figure 47.

Figure 48.



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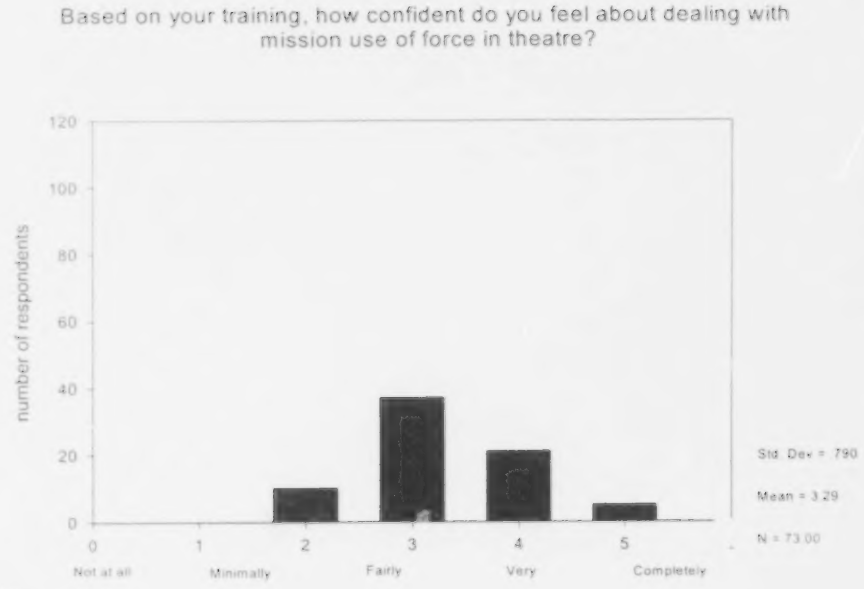

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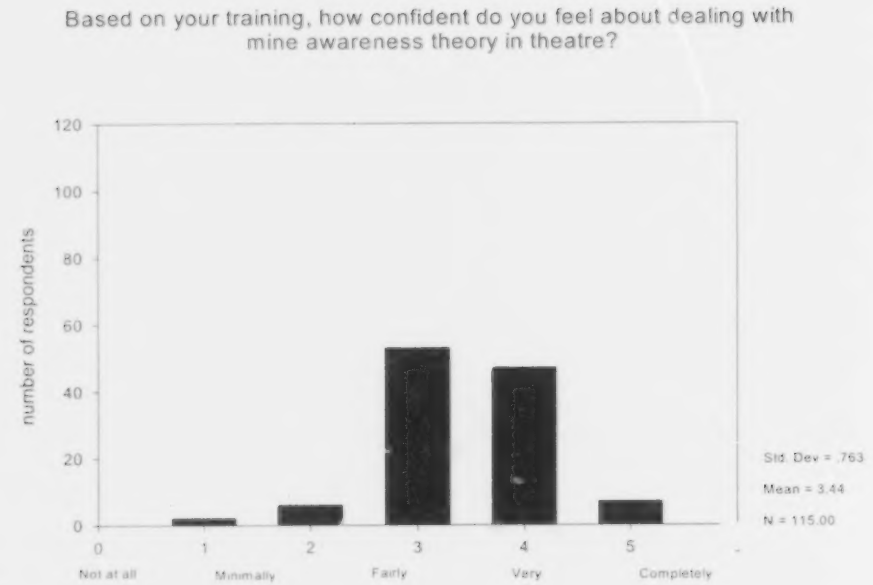

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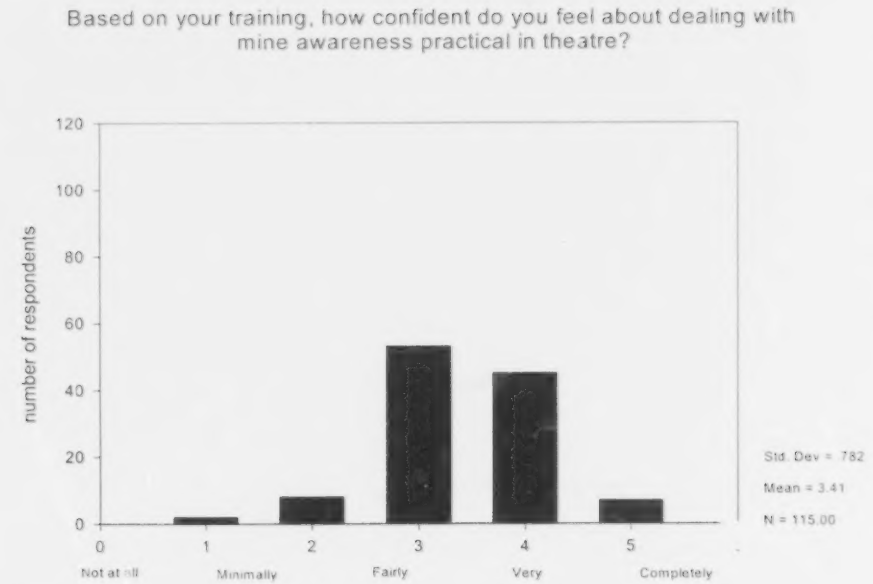
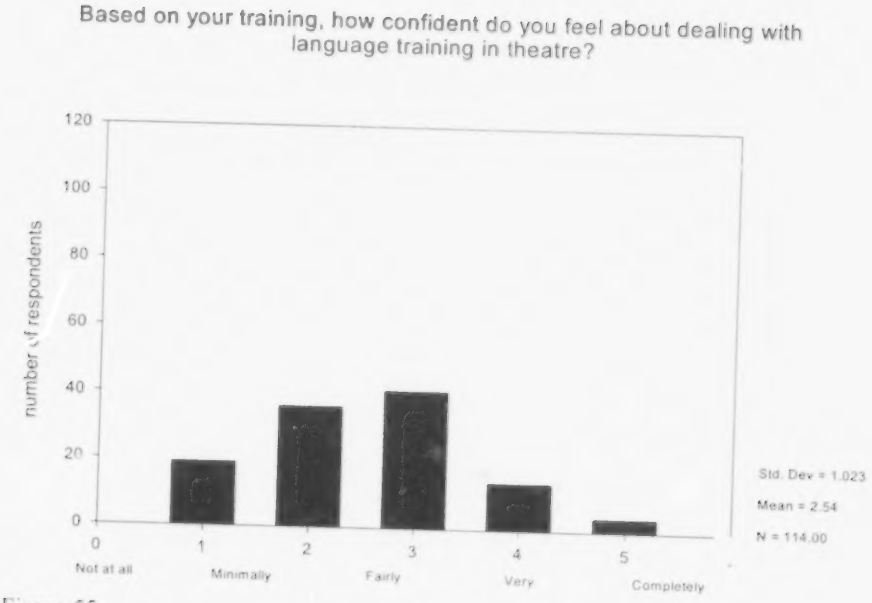


Figure 52.

Figure 53.

Figure 54.



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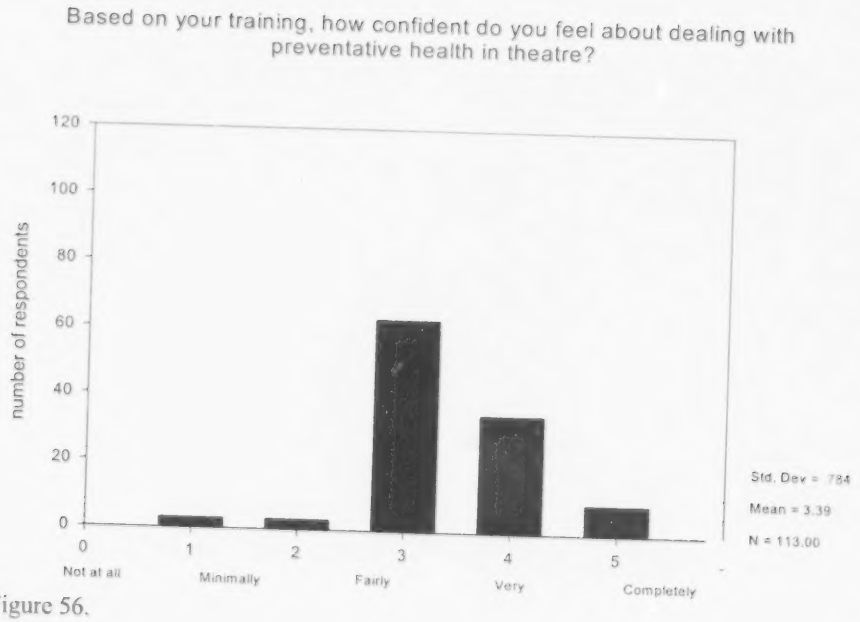

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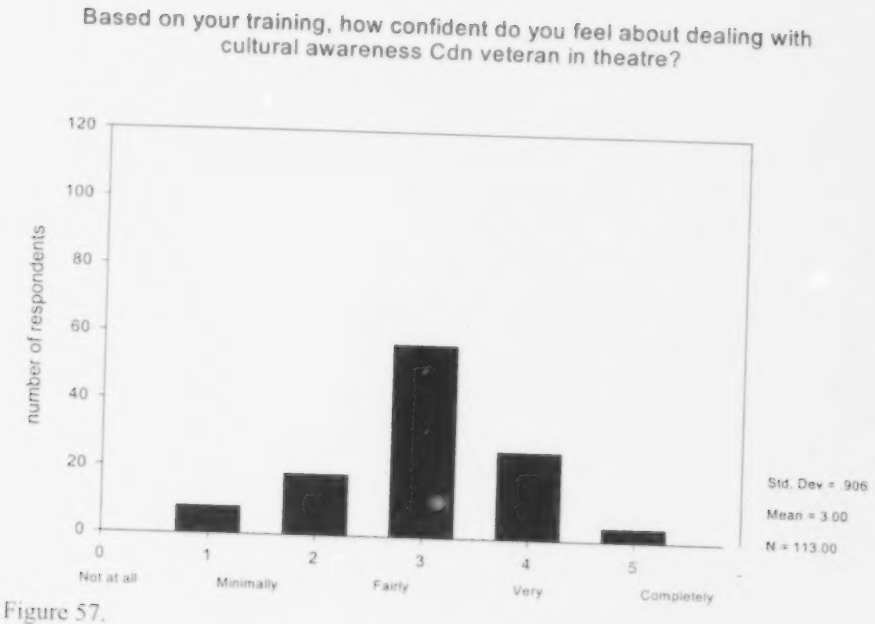

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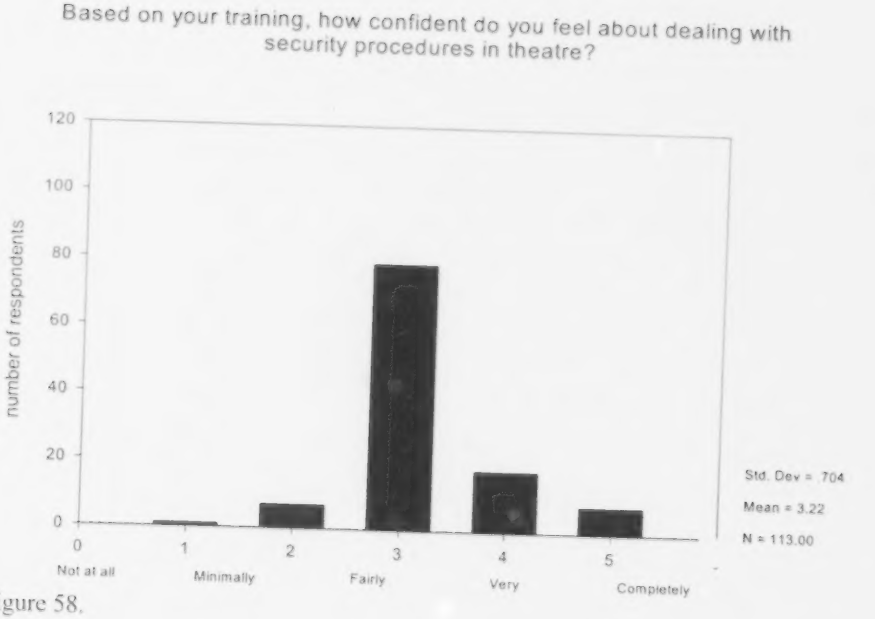

Figure 58.

Figure 59.

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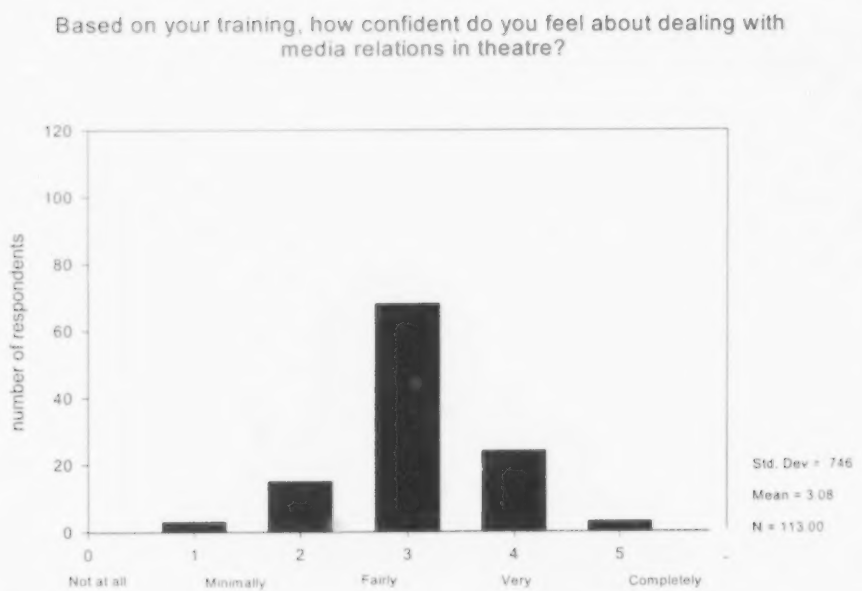
Figure 61.



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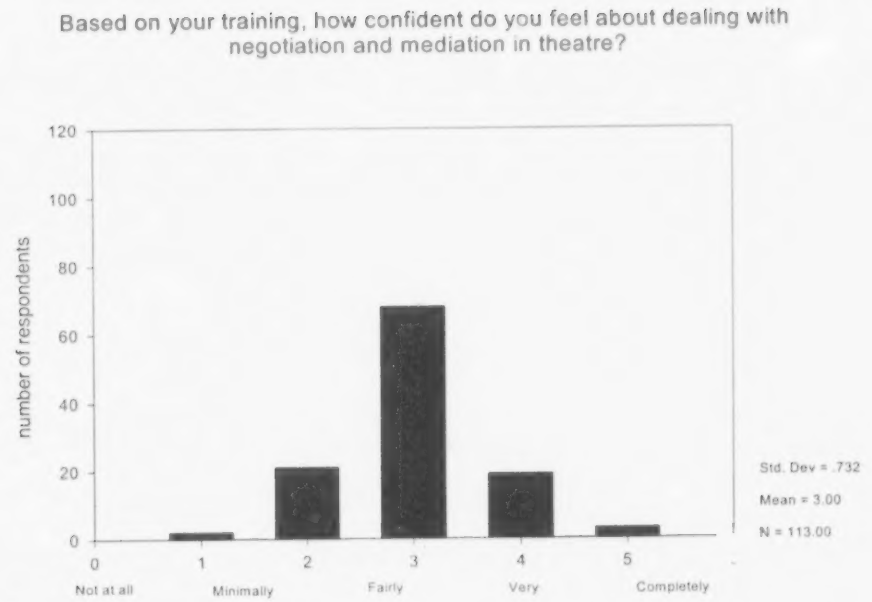

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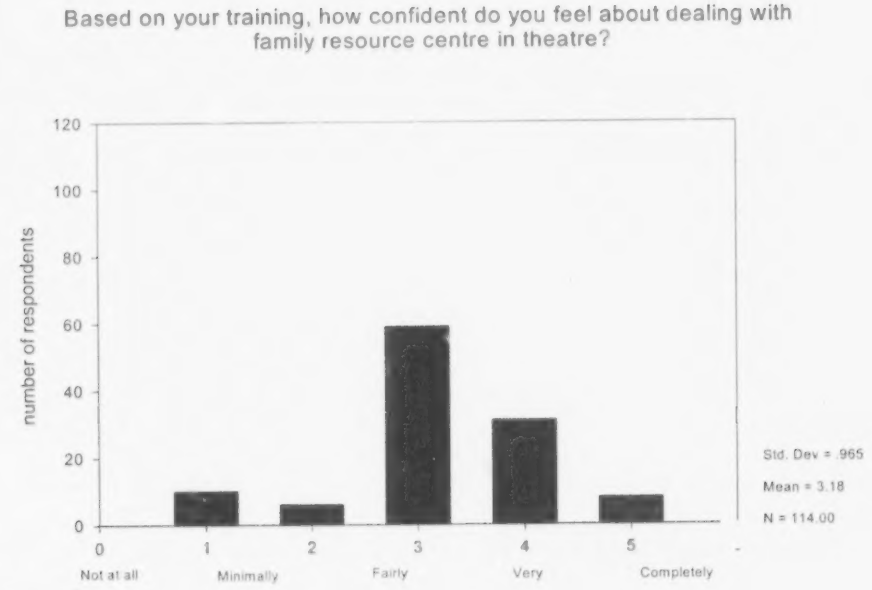

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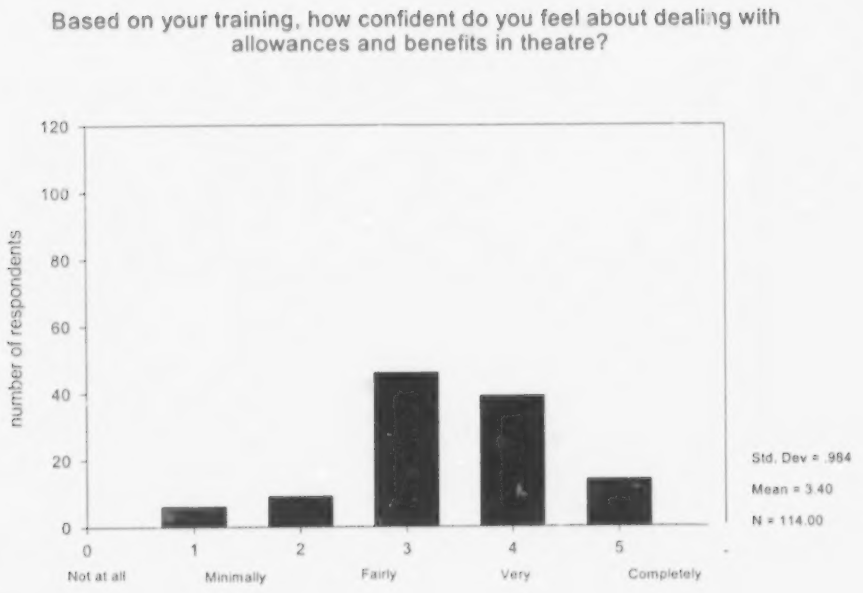

Figure 65.

Figure 66.

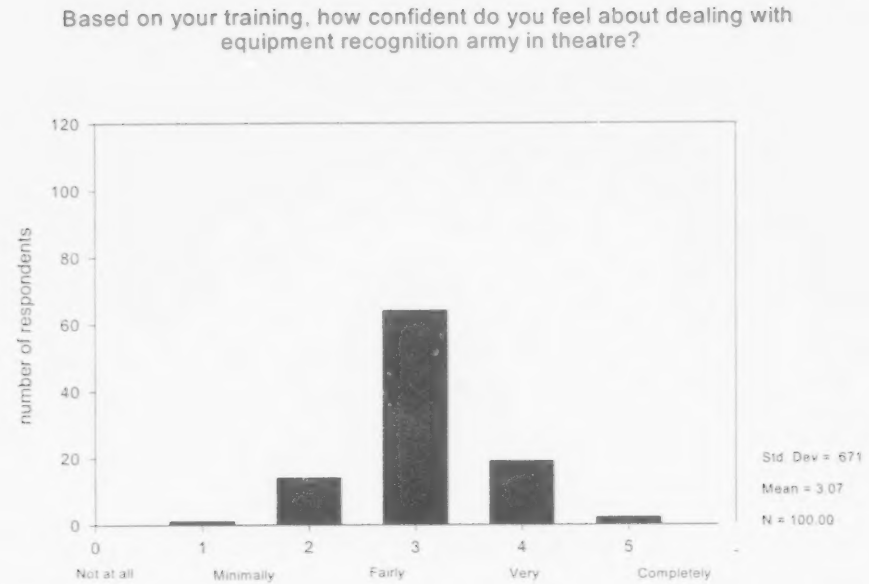

Figure 67.

Figure 68.

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Figure 71.

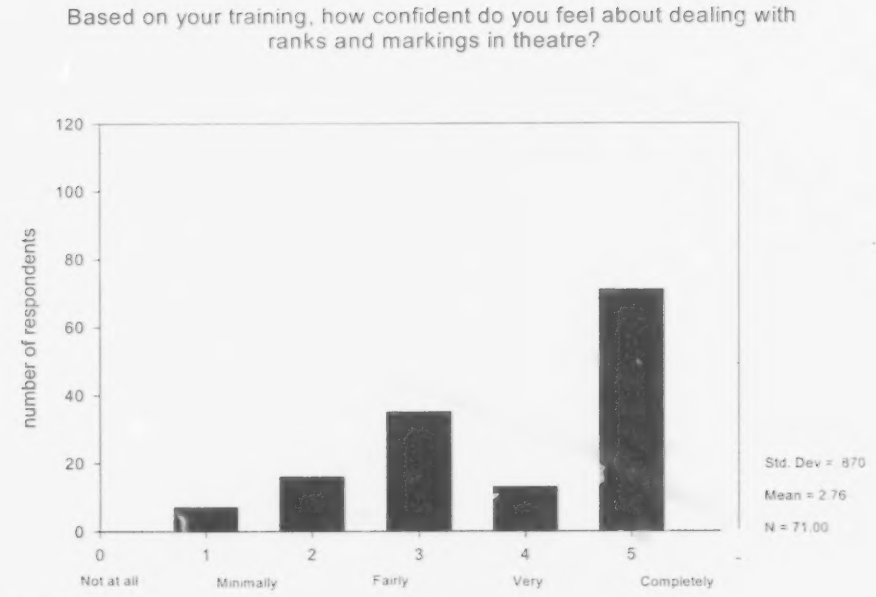

Figure 72.

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Annex C

Descriptives and ANOVA results for Group Differences in Rank, Mission Theatre and Contact with Local Population or Members of Multinational Contingents

Table 5. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories:

Mission Theatre - UNDOF Versus other mission theatres

Predeployment Training Course Categories	Mission Theatre	N	Mean	S. D.	F	Sig.
average of mission specific topics- use	UNDOF	67	1.8915	.30992	.898	.345
	Other	49	1.9521	.37867		
	Total	116	1.9171	.34041		
average of mission specific topics - confidence	UNDOF	67	3.0184	.53809	.323	.571
	Other	49	3.0783	.58884		
	Total	116	3.0437	.55836		
average of general PSOPs topics - use	UNDOF	67	1.8597	.28775	.266	.607
	Other	49	1.8280	.37389		
	Total	116	1.8463	.32575		
average of general PSOPs topics - confidence	UNDOF	67	3.1907	.48398	.144	.705
	Other	49	3.1542	.55125		
	Total	116	3.1753	.51147		
average of predeployment admin - use	UNDOF	67	1.8764	.37145	.005	.946
	Other	49	1.8810	.34233		
	Total	116	1.8783	.35791		
average of predeployment admin - confidence	UNDOF	67	3.2848	.56036	.369	.545
	Other	49	3.2109	.75060		
	Total	116	3.2536	.64553		

Table 6. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories:

Mission Theatre - UNDOF versus other mission theatres

Predeployment Training Course Categories	Mission Theatre	N	Mean	Std. Deviation	F	Sig.
average of PSTC topic category mission specific - use	UNDOF	67	1.9536	.28479	.837	.362
	Other	49	2.0073	.34616		
	Total	116	1.9763	.31188		
average of PSTC topic category mission specific - confidence	UNDOF	67	3.0528	.57659	.698	.405
	Other	49	3.1443	.59158		
	Total	116	3.0915	.58219		
average of PSTC topic category personal effectiveness - use	UNDOF	67	1.8315	.32985	.764	.384
	Other	49	1.7716	.40776		
	Total	116	1.8062	.36431		
average of PSTC topic category personal effectiveness - confidence	UNDOF	67	3.1185	.44904	.361	.549
	Other	49	3.0626	.55323		
	Total	116	3.0949	.49421		
average of PSTC topic category administration - use	UNDOF	67	1.9020	.38389	.124	.725
	Other	49	1.9279	.39973		
	Total	116	1.9129	.38915		
average of PSTC course category administration - confidence	UNDOF	67	3.3229	.59099	.108	.743
	Other	49	3.2803	.80694		
	Total	116	3.3049	.68752		

Table 7. *Descriptives and ANOVA Results for Perceptions Of Use And Confidence For Thompson Predeployment Training Course Categories:*

Mission Theatre - UNDOF, Bosnia, Other

Predeployment Training Course Categories	Mission Theatre	N	Mean	S.D.	F	Sig.
average of mission specific topics- use	UNDOF	67	1.8915	.30992	1.148	.321
	Bosnia	23	2.0132	.38040		
	Other	26	1.8982	.37619		
	Total	116	1.9171	.34041		
average of mission specific topics - confidence	UNDOF	67	3.0184	.53809	.490	.614
	Bosnia	23	3.0092	.59973		
	Other	26	3.1393	.58389		
	Total	116	3.0437	.55836		
average of general PSOPs topics - use	UNDOF	67	1.8597	.28775	1.521	.223
	Bosnia	23	1.9100	.42935		
	Other	26	1.7554	.30744		
	Total	116	1.8463	.32575		
average of general PSOPs topics - confidence	UNDOF	67	3.1907	.48398	.402	.670
	Bosnia	23	3.0907	.50973		
	Other	26	3.2103	.58976		
	Total	116	3.1753	.51147		
average of predeployment admin - use	UNDOF	67	1.8764	.37145	.185	.831
	Bosnia	23	1.8478	.32919		
	Other	26	1.9103	.35740		
	Total	116	1.8783	.35791		
average of predeployment admin - confidence	UNDOF	67	3.2848	.56036	.650	.524
	Bosnia	23	3.1159	.76942		
	Other	26	3.2949	.73833		
	Total	116	3.2536	.64553		

Table 8. *Descriptives of Perceptions Of Use And Confidence For PSTC Predeployment Training Course Categories:*

Mission Theatre - UNDOF, Bosnia, Other

Predeployment Training Course Categories	Mission Theatre	N	Mean	S.D.	F	Sig.
average of PSTC topic category mission specific - use	UNDOF	67	1.9536	.28479	.639	.530
	Bosnia	23	2.0390	.38132		
	Other	26	1.9793	.31680		
	Total	116	1.9763	.31188		
average of PSTC topic category mission specific - confidence	UNDOF	67	3.0528	.57659	1.095	.338
	Bosnia	23	3.0365	.57884		
	Other	26	3.2397	.59744		
	Total	116	3.0915	.58219		
average of PSTC topic category personal effectiveness - use	UNDOF	67	1.8315	.32985	2.096	.128
	Bosnia	23	1.8729	.47097		
	Other	26	1.6820	.32597		
	Total	116	1.8062	.36431		
average of PSTC topic category personal effectiveness - confidence	UNDOF	67	3.1185	.44904	.188	.829
	Bosnia	23	3.0526	.48191		
	Other	26	3.0714	.61895		
	Total	116	3.0949	.49421		
average of PSTC topic category administration - use	UNDOF	67	1.9020	.38389	.702	.498
	Bosnia	23	1.8609	.38345		
	Other	26	1.9872	.41183		
	Total	116	1.9129	.38915		
average of PSTC course category administration - confidence	UNDOF	67	3.3229	.59099	.948	.390
	Bosnia	23	3.1406	.86375		
	Other	26	3.4038	.74823		
	Total	116	3.3049	.68752		

Table 9. *Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories:*

Rank Groups - Noncommissioned Members Versus Officers

Predeployment Training Course Categories	Rank Group	N	Mean	Std. Deviation	F	Sig.
average of mission specific topics-use	NCM	62	1.9251	.30020	.330	.567
	Officers	33	1.9676	.41298		
	Total	95	1.9398	.34199		
average of mission specific topics - confidence	NCM	62	3.1184	.54213	2.247	.137
	Officers	33	2.9357	.60721		
	Total	95	3.0549	.56911		
average of general PSOPs topics - use	NCM	62	1.8730	.25915	.064	.801
	Officers	33	1.8560	.39597		
	Total	95	1.8671	.31149		
average of general PSOPs topics - confidence	NCM	62	3.2019	.47596	.258	.613
	Officers	33	3.1496	.48007		
	Total	95	3.1837	.47549		
average of predeployment admin - use	NCM	62	1.8495	.33157	1.110	.295
	Officers	33	1.9283	.37538		
	Total	95	1.8768	.34747		
average of predeployment admin - confidence	NCM	62	3.2903	.60050	.013	.910
	Officers	33	3.3056	.67045		
	Total	95	3.2956	.62216		

Table 10. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding PTSC Predeployment Training Course Categories

Rank Groups - Noncommissioned Members Versus Officers

Predeployment Training Course Categories	Rank Group	N	Mean	S. D.	F	Sig.
average of PSTC topic category mission specific - use	NCM	62	1.9719	27792	.571	.452
	Officers	33	2.0229	.37175		
	Total	95	1.9896	.31268		
average of PSTC topic category mission specific - confidence	NCM	62	3.1483	.54471	2.086	.152
	Officers	33	2.9696	.62679		
	Total	95	3.0863	.57759		
average of PSTC topic category personal effectiveness - use	NCM	62	1.8374	.28263	.074	.786
	Officers	33	1.8170	.44955		
	Total	95	1.8303	.34746		
average of PSTC topic category personal effectiveness - confidence	NCM	62	3.1449	.42220	.414	.521
	Officers	33	3.0821	.50635		
	Total	95	3.1231	.45151		
average of PSTC topic category administration - use	NCM	62	1.8677	.34725	.964	.329
	Officers	33	1.9475	.42745		
	Total	95	1.8954	.37670		
average of PSTC course category administration - confidence	NCM	62	3.3129	.65248	.074	.787
	Officers	33	3.3525	.72289		
	Total	95	3.3267	.67419		

Table 11. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories

Rank Groups - Junior Noncommissioned Members, Senior Noncommissioned Members, Junior Officers, Senior Officers

Predeployment Training Course Categories	Rank Group	N	Mean	S. D.	F	Sig.
average of mission specific topics- use	Jr NCMs	49	1.9496	.30193	1.260	.293
	Sr NCMs	13	1.8327	.28598		
	Jr Officers	17	1.8816	.36932		
	Sr Officers	16	2.0589	.44841		
	Total	95	1.9398	.34199		
average of mission specific topics - confidence	Jr NCMs	49	3.1412	.57990	.861	.464
	Sr NCMs	13	3.0323	.37242		
	Jr Officers	17	2.9357	.70746		
	Sr Officers	16	2.9358	.50269		
	Total	95	3.0549	.56911		
average of general PSOPs topics - use	Jr NCMs	49	1.8845	.26061	.373	.772
	Sr NCMs	13	1.8297	.25913		
	Jr Officers	17	1.9019	.38749		
	Sr Officers	16	1.8072	.41160		
	Total	95	1.8671	.31149		
average of general PSOPs topics - confidence	Jr NCMs	49	3.2233	.50593	.391	.759
	Sr NCMs	13	3.1209	.34454		
	Jr Officers	17	3.2041	.49731		
	Sr Officers	16	3.0917	.47001		
	Total	95	3.1837	.47549		
average of predeployment admin - use	Jr NCMs	49	1.8639	.32395	.497	.685
	Sr NCMs	13	1.7949	.36738		
	Jr Officers	17	1.9294	.42469		
	Sr Officers	16	1.9271	.32896		
	Total	95	1.8768	.34747		
average of predeployment admin - confidence	Jr NCMs	49	3.2721	.59676	.100	.960
	Sr NCMs	13	3.3590	.63409		
	Jr Officers	17	3.3382	.59327		
	Sr Officers	16	3.2708	.76225		
	Total	95	3.2956	.62216		

Table 12. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories

Rank Groups - Junior Noncommissioned Members, Senior Noncommissioned Members, Junior Officers, Senior Officers

Predeployment Training Course Categories	Rank Group	N	Mean	S. D.	F	Sig.
average of PSTC topic category mission specific - use	Jr NCMs	49	1.9916	.28616	1.121	.345
	Sr NCMs	13	1.8974	.23978		
	Jr Officers	17	1.9512	.33385		
	Sr Officers	16	2.0991	.40485		
	Total	95	1.9896	.31268		
average of PSTC topic category mission specific - confidence	Jr NCMs	49	3.1662	.56971	.756	.522
	Sr NCMs	13	3.0810	.45140		
	Jr Officers	17	2.9685	.69114		
	Sr Officers	16	2.9707	.57322		
	Total	95	3.0863	.57759		
average of PSTC topic category personal effectiveness - use	Jr NCMs	49	1.8495	.27335	.530	.663
	Sr NCMs	13	1.7918	.32301		
	Jr Officers	17	1.8828	.43167		
	Sr Officers	16	1.7471	.47144		
	Total	95	1.8303	.34746		
average of PSTC topic category personal effectiveness - confidence	Jr NCMs	49	3.1512	.45370	.302	.824
	Sr NCMs	13	3.1210	.28631		
	Jr Officers	17	3.1340	.52360		
	Sr Officers	16	3.0269	.49822		
	Total	95	3.1231	.45151		
average of PSTC topic category administration - use	Jr NCMs	49	1.8816	.34137	.536	.659
	Sr NCMs	13	1.8154	.37826		
	Jr Officers	17	1.9098	.47019		
	Sr Officers	16	1.9875	.38813		
	Total	95	1.8954	.37670		
average of PSTC course category administration - confidence	Jr NCMs	49	3.2939	.64949	.108	.955
	Sr NCMs	13	3.3846	.68538		
	Jr Officers	17	3.3216	.62549		
	Sr Officers	16	3.3854	.83382		
	Total	95	3.3267	.67419		

Table 13. Descriptives and ANOVA Results for Perceptions of Use and Confidence by Thompson Predeployment Training Course Category

Rank Groups - Junior Noncommissioned Members /Junior Officers Versus Senior Noncommissioned Members / Senior Officers

Predeployment Training Course Category	Rank Group	N	Mean	S. D.	F	Sig.
average of mission specific topics- use	Junior NCMs and Officers	66	1.9321	.31905	.111	.740
	Senior NCMs and Officers	29	1.9575	.39482		
	Total	95	1.9398	.34199		
average of mission specific topics - confidence	Junior NCMs and Officers	66	3.0883	.61623	.740	.392
	Senior NCMs and Officers	29	2.9790	.44407		
	Total	95	3.0549	.56911		
average of general PSOPs topics - use	Junior NCMs and Officers	66	1.8890	.29525	1.067	.304
	SeniorNCMs and Officers	29	1.8173	.34592		
	Total	95	1.8671	.31149		
average of general PSOPs topics - confidence	Junior NCMs and Officers	66	3.2184	.49997	1.152	.286
	Senior NCMs and Officers	29	3.1048	.41163		
	Total	95	3.1837	.47549		
average of predeployment admin - use	Junior NCMs and Officers	66	1.8808	.35033	.028	.868
	Senior NCMs and Officers	29	1.8678	.34684		
	Total	95	1.8768	.34747		
average of predeployment admin - confidence	Junior NCMs and Officers	66	3.2891	.59201	.023	.879
	Senior NCMs and Officers	29	3.3103	.69682		
	Total	95	3.2956	.62216		

Table 14. Descriptives and ANOVA Results for Perceptions of Use and Confidence by PSTC Predeployment Training Course Category

Rank Groups - Junior Noncommissioned Members / Junior Officers Versus Senior Noncommissioned Members / Senior Officers

Predeployment Training Course Category	Rank Group	N	Mean	S. D.	F	Sig.
average of PSTC topic category mission specific - use	Junior NCMs and Officers	66	1.9812	.29703	.155	.695
	Senior NCMs and Officers	29	2.0087	.35052		
	Total	95	1.9896	.31268		
average of PSTC topic category mission specific - confidence	Junior NCMs and Officers	66	3.1153	.60403	.544	.463
	Senior NCMs and Officers	29	3.0201	.51620		
	Total	95	3.0863	.57759		
average of PSTC topic category personal effectiveness - use	Junior NCMs and Officers	66	1.8581	.31821	1.386	.242
	Senior NCMs and Officers	29	1.7672	.40533		
	Total	95	1.8303	.34746		
average of PSTC topic category personal effectiveness - confidence	Junior NCMs and Officers	66	3.1468	.46856	.594	.443
	Senior NCMs and Officers	29	3.0691	.41277		
	Total	95	3.1231	.45151		
average of PSTC topic category administration - use	Junior NCMs and Officers	66	1.8889	.37500	.065	.800
	Senior NCMs and Officers	29	1.9103	.38680		
	Total	95	1.8954	.37670		
average of PSTC course category administration - confidence	Junior NCMs and Officers	66	3.3010	.63872	.311	.579
	Senior NCMs and Officers	29	3.3851	.75748		
	Total	95	3.3267	.67419		

Table 15. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories

Contact with Local Population

Predeployment Training Course Categories	Contact with Local Population	N	Mean	S. D.	F	Sig.
average of mission specific topics- use	yes	57	1.9580	.34029	1.458	.230
	no	58	1.8813	.34051		
	Total	115	1.9193	.34109		
average of mission specific topics - confidence	yes	57	3.0857	.53289	.484	.488
	no	58	3.0132	.58345		
	Total	115	3.0491	.55770		
average of general PSOPs topics - use	yes	57	1.8820	.32780	1.248	.266
	no	58	1.8139	.32519		
	Total	115	1.8477	.32684		
average of general PSOPs topics - confidence	yes	57	3.1627	.45406	.157	.692
	no	58	3.2005	.56093		
	Total	115	3.1818	.50888		
average of predeployment admin - use	yes	57	1.8795	.34622	.011	.917
	no	58	1.8865	.36797		
	Total	115	1.8830	.35581		
average of predeployment admin - confidence	yes	57	3.2924	.60854	.236	.628
	no	58	3.2342	.67402		
	Total	115	3.2630	.64025		

Table 16. *Descriptives for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories*

Contact with Local Population

Predeployment Training Course Categories	Contact with Local Population	N	Mean	S. D.	F	Sig.
average of PSTC topic category mission specific - use	yes	57	2.0081	.31661	.920	.339
	no	58	1.9525	.30483		
	Total	115	1.9801	.31061		
average of PSTC topic category mission specific - confidence	yes	57	3.1048	.52527	.014	.906
	no	58	3.0919	.63388		
	Total	115	3.0983	.58007		
average of PSTC topic category personal effectiveness - use	yes	57	1.8411	.36212	1.078	.301
	no	58	1.7703	.36913		
	Total	115	1.8054	.36580		
average of PSTC topic category personal effectiveness - confidence	yes	57	3.1196	.42701	.208	.650
	no	58	3.0774	.55675		
	Total	115	3.0983	.49498		
average of PSTC topic category administration - use	yes	57	1.9053	.37053	.145	.704
	no	58	1.9328	.40158		
	Total	115	1.9191	.38505		
average of PSTC course category administration - confidence	yes	57	3.3269	.65923	.028	.868
	no	58	3.3057	.70451		
	Total	115	3.3162	.67953		

Table 17. Descriptives for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories

Contact with Other Contingents

Predeployment Training Course Categories	Contact with Other Contingents	N	Mean	s.d.	F	Sig.
average of mission specific topics-use	yes	60	1.9582	.32614	1.646	.202
	no	55	1.8768	.35477		
	Total	115	1.9193	.34109		
average of mission specific topics - confidence	yes	60	3.0941	.52870	.814	.369
	no	55	3.0001	.58866		
	Total	115	3.0491	.55770		
average of general PSOPs topics - use	yes	60	1.8892	.32262	2.044	.156
	no	55	1.8024	.32831		
	Total	115	1.8477	.32684		
average of general PSOPs topics - confidence	yes	60	3.1852	.45373	.006	.940
	no	55	3.1780	.56721		
	Total	115	3.1818	.50888		
average of predeployment admin - use	yes	60	1.8717	.34640	.127	.722
	no	55	1.8955	.36859		
	Total	115	1.8830	.35581		
average of predeployment admin - confidence	yes	60	3.2958	.63454	.327	.568
	no	55	3.2273	.65035		
	Total	115	3.2630	.64025		

Table 18. Descriptives for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories

Contact with Other Contingents

Predeployment Training Course Categories	Contact with Other Contingents	N	Mean	s.d.	F	Sig.
average of PSTC topic category mission specific - use	yes	60	2.0074	.29870	.973	.326
	no	55	1.9502	.32320		
	Total	115	1.9801	.31061		
average of PSTC topic category mission specific - confidence	yes	60	3.1192	.53548	.163	.688
	no	55	3.0754	.62931		
	Total	115	3.0983	.58007		
average of PSTC topic category personal effectiveness - use	yes	60	1.8430	.35854	1.330	.251
	no	55	1.7644	.37250		
	Total	115	1.8054	.36580		
average of PSTC topic category personal effectiveness - confidence	yes	60	3.1391	.42678	.848	.359
	no	55	3.0539	.56069		
	Total	115	3.0983	.49498		
average of PSTC topic category administration - use	yes	60	1.8956	.37978	.468	.495
	no	55	1.9448	.39259		
	Total	115	1.9191	.38505		
average of PSTC ourse category administration - confidence	yes	60	3.3306	.69169	.055	.815
	no	55	3.3006	.67203		
	Total	115	3.3162	.67953		

DOCUMENT CONTROL DATA SHEET

1a. PERFORMING AGENCY	2. SECURITY CLASSIFICATION
DRDC Toronto	UNCLASSIFIED Unlimited distribution -
1b. PUBLISHING AGENCY	
DRDC Toronto	

3. TITLE

(U) CF Augmentees In-theatre Assessments of Peace Support Operations Predeployment Training

4. AUTHORS

Megan M. Thompson

5. DATE OF PUBLICATION	6. NO. OF PAGES
November 1 , 2002	87

7. DESCRIPTIVE NOTES

8. SPONSORING/MONITORING/CONTRACTING/TASKING AGENCY
Sponsoring Agency:
Monitoring Agency:
Contracting Agency :
Tasking Agency:

9. ORIGINATORS DOCUMENT NO.	10. CONTRACT GRANT AND/OR PROJECT NO.	11. OTHER DOCUMENT NOS.
Technical Report TR 2002-187		

12. DOCUMENT RELEASABILITY

Unlimited distribution

13. DOCUMENT ANNOUNCEMENT

Unlimited announcement

14. ABSTRACT

(U) Despite the military personnel and resources devoted to peace support operations, little information exists concerning aspects of predeployment training. This research explores the extent to which 119 deployed CF peacekeepers report using each aspect of their predeployment training during their current deployment, and their confidence in applying predeployment training to situations arising during their current deployment. Overall, these peacekeepers report that they were currently using the majority of their predeployment training lessons, and over 50% of the sample stated that they currently use the information presented in each predeployment course topic either to some extent or a great deal. Moreover, approximately 50% of the sample indicated that they were fairly confident that they could handle issues related to each predeployment training module. Mine awareness training yielded the highest frequencies in terms of both current usage and confidence levels. ANOVA analyses indicated that use and confidence levels were not affected by mission theatre, soldier rank, or the level of contact soldiers reported with the local population or with other members of the multinational contingent.

(U) Malgré les ressources humaines et matérielles militaires consacrées aux opérations de paix, on dispose de peu de renseignements concernant la formation préalable au déploiement. Cette étude explore la mesure dans laquelle 119 gardiens de la paix des FC indiquent avoir utilisé chaque aspect de leur formation pré-déploiement au cours de leur affectation, et à quel point ils sont assurés de pouvoir mettre en application dans leur déploiement actuel les techniques apprises dans le cadre de cette formation. Dans l'ensemble, ces gardiens de la paix signalent qu'ils mettent actuellement en pratique la majorité des enseignements reçus pendant la formation pré-déploiement et plus de 50 % de l'échantillon ont répondu qu'ils se servent actuellement des enseignements qu'ils ont reçus dans chaque matière enseignée pendant la formation pré-déploiement soit dans une certaine mesure, soit dans une large mesure. De plus, environ 50 % de l'échantillon ont indiqué qu'ils étaient assez confiants de pouvoir composer avec les problèmes énoncés dans chaque module d'entraînement pré-déploiement. Le cours de sensibilisation aux mines est celui que les répondants disaient trouver le plus utile et démontrer la plus grande confiance dans les techniques enseignées. Les analyses de la variance ont démontré que le théâtre de la mission, le grade ou le degré de contact signalé par les soldats avec la population locale ou avec d'autres membres du contingent multinational n'avaient aucune influence sur les degrés d'usage et de confiance indiqués par les répondants.

15. KEYWORDS, DESCRIPTORS or IDENTIFIERS

(U) peace support operations; predeployment training